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The American Association of University Professors

Twenty-Sixth Annual Meeting
New Orleans, Louisiana, December 27-28, 1939

Higher Learning and War—John Dewey

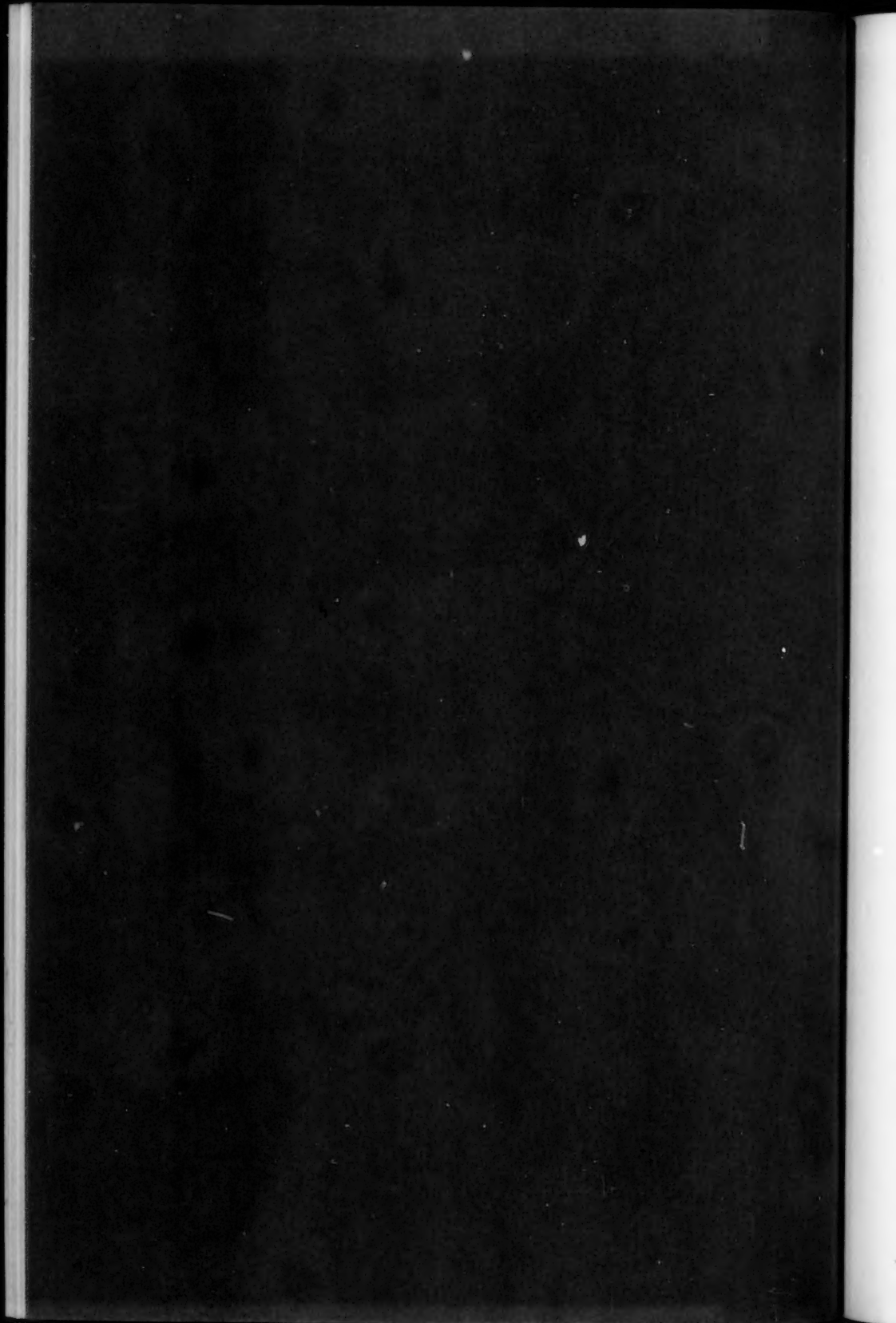
"The Trojan Horse" in American Education

Concerning Montana State University

Colleges Big and Little

St. Louis University

Annual Index



Volume XXV

DECEMBER 1939

Number 5

Bulletin
of
The American Association
of
University Professors

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Publication Office: 20th and Northampton Sts., Easton, Pa.

Editorial Office: 744 Jackson Place, Washington, D. C.

Issued bimonthly in February, April, June, October, and December. Subscription price (due and payable in advance) is \$3.00 a year, postage free. Foreign subscriptions (including Canada) are \$3.50 a year.

Entered as second-class matter, April 24, 1922, at the Post Office at Easton, Pa., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized on September 13, 1918.

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ANNUAL MEETING

New Orleans, Louisiana

Jung Hotel

December 27-28

ANNUAL MEETING

The Twenty-sixth Annual Meeting of the American Association of University Professors will be held in New Orleans, Louisiana, on Wednesday and Thursday, December 27 and 28, 1939. Headquarters will be at the Jung Hotel.

The program of the meeting consists of significant committee reports, a symposium followed by an open forum on the general subject of the place and function of faculties in college and university government and addresses by several outstanding members of the Association.

In addition to a program of general professional interest, the meeting will be concerned with an agenda of important Association business. Among the items of business will be the consideration of Committee A and Council recommendations with reference to the placing on and removal from the censured list of the administration of certain institutions; the election of a president, a first vice-president, a second vice-president, and ten members of the Council; and the consideration of several proposed constitutional amendments.

In preparation for the consideration of current business, it is suggested that the membership note the pertinent materials published in the *Bulletin* during 1939, particularly the several reports of investigating committees of Committee A on Academic Freedom and Tenure, the Council Records, the report of the Committee on Organization and Policy, and that of the Nominating Committee. The latter two reports were published in the October issue. On pages 506-511 of the present issue of the *Bulletin* are brief biographical sketches of the nominees for Association offices to be voted upon. It is also suggested that these several reports and supplementary materials be considered in chapter and other local group meetings. Such a procedure seems essential if the Association is to be truly representative in character in the sense that its several policies are in accord with the consensus of the membership.

The meeting is being held in connection with the Fifty-sixth Annual Meeting of the Modern Language Association of America, which will be in session from December 28-30, inclusive, with headquarters at the Hotel Roosevelt. The meeting is scheduled to begin a day in advance of that of the Modern Language Association to enable modern language teachers to participate in the meetings of both associations. Professor H. C. Lancaster of The Johns Hopkins University, President of the Modern Language Association of America, and a charter member of the American Association of University Professors, will be the luncheon speaker on Thursday, December 28, and Professor Louise Pound of the University of Nebraska, an active member and former Vice-President of both associations, will be one of the two speakers at the annual dinner on Wednesday evening, December 27.

The other luncheon and dinner speakers respectively are Professors Alzada Comstock of Mount Holyoke College, a Vice-President of the Association, and Mark H. Ingraham of the University of Wisconsin, President of the Association. Professor Ingraham will give the retiring presidential address.

Annual meetings give members an opportunity to become better informed of the nature and purposes and of some of the problems of the Association. A wide dissemination of such information is essential to the Association's effectiveness. A large and representative attendance at the forthcoming Annual Meeting is anticipated and desired. Association members in southern states are especially urged to participate in this Annual Meeting and to invite their colleagues who may not be members to attend.

PROGRAM

Wednesday, December 27, 1939

9:30 A. M.—Council Meeting

1:00 P. M.—Registration of delegates, members, and guests

Registration fee 50 cents

2:00 P. M.—*First Session*

Welcome by Professor Anna E. Many, Newcomb
College of Tulane University

Appointment of Committee on Resolutions

Report of Committee O on Organization and Policy,
Professor W. W. Cook, *Chairman*, Northwestern
University

Discussion of the Committee's report and consideration of
proposed constitutional amendments

Report of a special Committee to Study Desirability
of Advertising Vacancies in Teaching Positions,
Professor D. G. Foster, *Chairman*, Swarthmore
College

Discussion of the Committee's report and consideration of its
recommendations

Report of Nominating Committee, Professor William
F. Edgerton, *Chairman*, University of Chicago

Election of Officers and Council members

7:00 P. M.—*Annual Dinner*¹

Toastmaster—Professor A. J. Carlson, University
of Chicago

Address, "The A. A. U. P. and the A. A. U. W.," by
Professor Louise Pound, University of Nebraska

Address, "Super-Sleep, a Form of Academic Som-
nambulism," by Professor Mark H. Ingraham,
University of Wisconsin

Tickets \$2.00 at Registration Desk

¹ Formal and informal.

Thursday, December 28, 1939

9:30 A. M.—*Second Session*

Report of Committee A on Academic Freedom and
Tenure, Professor W. T. Laprade, *Chairman*,
Duke University

Consideration of Committee A and Council recommendations
concerning censured administrations

Report of the General Secretary

Informal Forum: Chapter problems

1:00 P. M.—*Luncheon*

Address, "University Women and the World Crisis,"
by Professor Alzada Comstock, Mount Holyoke
College

Address, "Memories and Suggestions," by Professor
H. C. Lancaster, The Johns Hopkins University

Tickets \$1.25 at Registration Desk

2:30 P. M.—*Third Session*

Report of Committee T on Place and Function of
Faculties in College and University Government,
Professor Paul W. Ward, *Chairman*

Symposium on College and University Government:

The Administrative Organization of the California Institute
of Technology, Professor Horace N. Gilbert

Departmental Organization at the University of Wisconsin,
Professor W. T. Twaddell

The Executive Committee System at the University of
Michigan, Professor Clarence D. Thorpe

Administrative Code and Faculty-Regents Relations at the
University of Washington, Dean Frederick M. Padelford

Report of Committee on Resolutions

Unfinished and miscellaneous business

Friday, December 29, 1939

9:30 A. M.—Council Meeting

The local committee on arrangements for the Annual Meeting is as follows: Professors Anna E. Many, *Chairman*, Newcomb College of Tulane University; Adolphus J. Bryan, Louisiana State University; Michael C. D'Argonne, Xavier University; J. E. Gibson, Tulane University; H. S. Mayerson, Tulane University.

INFORMATION CONCERNING NOMINEES FOR OFFICE

The following brief biographical sketches of the 1939 nominees for office are published for the information of the membership. These nominees were selected by the Nominating Committee, as published in the October, 1939, *Bulletin*. Election to the offices indicated will be held at the Annual Meeting in New Orleans, Louisiana, on December 27.

President

FREDERICK SHIPP DEIBLER, Economics, Northwestern University

Charter member;¹ Chap. Pres., 1921-22; Council, 1917-19; Com. on Academic Freedom and Tenure, 1920-35, Chm., 1920-21; Association representative at 1925 Conference on Academic Freedom and Tenure; Com. on Pensions and Insurance, 1921-29; Nominating Committee, 1935.

Born 1876. B.A., 1900, Hanover College; M.A., 1904, Harvard University; Ph.D., 1909, University of Wisconsin. Principal, 1900-02, High School, Paw Paw, Illinois; Instructor, 1904-05, 1906-09, Assistant Professor, 1909-12, Associate Professor, 1912-15, Professor, 1915- , Chairman of Department, 1917- , Northwestern University.

First Vice-President

JOHN Q. STEWART, Astronomy, Physics, Princeton University

Elected 1924;¹ Chap. Pres., 1933-36.

Born 1894. B.S., 1915, Ph.D., 1919, Princeton University. Assistant Professor, 1921-27, Associate Professor, 1927- , Princeton University.

¹ Refers in this and each following statement to the date of election to Association membership.

Second Vice-President

LAURA A. WHITE, History, University of Wyoming

Elected 1921; Chap. Pres., 1935-36; Council, 1936-38.

Born 1882. B.A., 1904, M.A., 1912, University of Nebraska; Ph.D., 1917, University of Chicago. Instructor, 1913-14, Assistant Professor, 1914-16, Associate Professor, 1916-17, Professor, 1917- , Chairman of Department, 1914- , University of Wyoming.

Members of the Council for 1940-42¹

DISTRICT I

HELEN SARD HUGHES, English Literature, Wellesley College

Elected 1921; Com. on Requirements for the Master of Arts Degree, 1931-33.

Born 1882. Ph.B., Ed.B., 1910, A.M., 1911, Ph.D., 1917, University of Chicago. Instructor, 1911-12, Western College for Women; Instructor, 1912-14, Associate Professor and Professor, 1920- , Dean of Graduate Students, 1925- , Chairman of Department, 1930- , Wellesley College; Fellow and Instructor, 1915-17, University of Chicago; Instructor, January-June, 1916, Grinnell College; Assistant and Associate Professor, 1917-19, University of Montana; Associate, 1919-20, University of Iowa; Visiting Lecturer, 1921-22, Bryn Mawr College.

ELBRIDGE CHURCHILL JACOBS, Geology, Mineralogy, Seismologist, University of Vermont

Elected 1916; Chap. Secy., 1930-37; Chap. Pres., 1939- .

Born 1873. S.B., 1897, Massachusetts Institute of Technology; A.M., 1913, Columbia University. Assistant Instructor, 1897-99, Massachusetts Institute of Technology; Instructor, 1899-1903, Professor, 1903- , University of Vermont.

DISTRICT II

HORATIO SMITH, French, Columbia University

Elected 1920.

Born 1886. A.B., 1908, Amherst College; Ph.D., 1912, Johns Hopkins University; Hon.D., 1939, University of Grenoble. Instructor, 1911-17, Assistant

¹ One from each district to be elected.

Professor, 1917-18, Yale University; Professor, 1919-25, Amherst College; Professor of Romance Languages and Head of Department, 1925-36, Brown University; Professor and Executive Officer of French Section, 1936- , Columbia University.

JOHN WHYTE, German, Brooklyn College

Elected 1925; Chap. Secy., 1932-36.

Born 1887. B.A., 1906, M.A., 1907, Ph.D., 1915, University of Wisconsin. Instructor, 1911-12, 1913-15, Assistant Professor, 1915-19, New York University; Instructor, 1912-13, Ohio State University; research, United States Government, 1919; Director of research and education, 1919-24, National Association of Credit Men; Assistant Professor, 1924-28, College of the City of New York; Associate Professor, 1928-32, Professor, 1932- , Chairman of Department, 1937- , Brooklyn College.

DISTRICT III

R. CLIFTON GIBBS, Physics, Cornell University

Elected 1923.

Born 1878. A.B., 1906, A.M., 1908, Ph.D., 1910, Cornell University. High school teacher, 1898-1903; Instructor, 1906-12, Assistant Professor, 1912-18, Professor, 1918- , Acting Dean of College of Arts and Science, 1927, Chairman of Department, 1934- , Cornell University; Research Associate, 1923-24, California Institute of Technology.

ROY F. NICHOLS, History, University of Pennsylvania

Elected 1926; Chap. Secy., 1937-38.

Born 1896. A.B., 1918, A.M., 1919, Rutgers University; Ph.D., 1923, Columbia University; Litt.D. (honorary), 1937, Franklin and Marshall College. Instructor, 1920-25, Columbia University; Assistant Professor, 1925-30, Professor, 1930- , University of Pennsylvania.

DISTRICT IV

H. L. OSTERUD, Anatomy, Medical College of Virginia

Elected 1929; Chap. Pres., 1931- .

Born 1883. A.B., 1909, A.M., 1910, University of Washington; Ph.D., 1921, University of Minnesota. Instructor, 1911-17, University of Washington; Teaching Fellow, 1917-18, Instructor, 1918-19, 1920-21, Assistant Professor, 1921-22, University of Minnesota; Professor, 1919-20, University of Alabama; Associate Professor, 1922-24, Professor, 1924- , Medical College of Virginia.

RICHARD J. PURCELL, History, Catholic University of America

Elected 1930; Chap. Pres., 1938- .

Born 1887. B.A., 1910, M.A., 1911, University of Minnesota; Ph.D., 1916, Yale University; LL.B., 1939, Georgetown University. Head of Department of History and Government, 1916-20, College of St. Thomas; Instructor, 1920-22, Associate Professor, 1922-29; Professor, 1929- , Head of Department, 1931- , Catholic University of America; Guggenheim Fellow, 1927-28.

DISTRICT V

HARALD S. PATTON, Economics, Michigan State College

Elected 1932; Chap. Pres., 1933-35.

Born 1889. B.A., 1912, University of Toronto; M.A., 1921, Ph.D., 1926, Harvard University. Lecturer, 1921-25, University of Alberta; Assistant Professor, 1925-27, Associate Professor, 1927-29, University of Cincinnati; Professor and Head of Department, 1929- , Michigan State College.

P. K. WHELPTON, Population, Miami University

Elected 1931.

Born 1893. B.S., 1915, Cornell University. Post-graduate study, 1919-20, University of Nebraska; 1923, Cornell University. Associate Professor, 1919-20, University of Nebraska; Professor, 1920-24, Agricultural and Mechanical College of Texas; Assistant Director, 1925- , Scripps Foundation for Research in Population Problems, Miami University. Consultant, National Resources Committee, 1935-38; Social Security Board, 1938; Central Statistical Board, 1938-39.

DISTRICT VI

THOMAS F. GREEN, JR., Law, University of Georgia

Elected 1932; Chap. Pres., 1938-39.

Born 1903. A.B., 1925, LL.B., 1927, University of Georgia; J.S.D., 1931, University of Chicago. Visiting Assistant Professor, 1928, Associate Professor, 1929-32, Professor, 1932- , University of Georgia.

**MARIE J. WEISS, Mathematics, Tulane University of Louisiana
(Sophie Newcomb College)**

Elected 1933.

Born 1903. A.B., 1925, Ph.D., 1928, Stanford University; A.M., 1926, Radcliffe College. National Research Fellow, 1928-30, University of Chicago;

Assistant Professor, 1930-36, Professor and Head of Department, 1938- , Tulane University of Louisiana (Sophie Newcomb College); Scholar, 1934-35, Bryn Mawr College; Assistant Professor, 1936-38, Vassar College.

DISTRICT VII

FOWLER V. HARPER, Law, Indiana University

Elected 1929.

Born 1897. Attended Denison University, 1915-17; A.B., 1922, LL.B., 1923, Ohio Northern University; M.A., 1925, State University of Iowa; S.J.D., 1926, University of Michigan. Professor, 1926-28, University of North Dakota; Professor, 1928-29, University of Oregon; Professor, 1929-35, 1937- , Indiana University; Professor, 1935-36, University of Texas; Professor, 1936-37, Louisiana State University; General Counsel, 1939- , Federal Security Agency.

CHARLES O. LEE, Pharmacy, Purdue University

Elected 1920; Chap. Secy., 1932-33; Chap. Pres., 1937-39.

Born 1883. Attended Baker University, 1908-10; B.S., 1913, University of Kansas; M.S., 1917, University of Chicago; Ph.D., 1930, University of Wisconsin. Teacher, 1913-14, Medical College of Virginia; Professor, 1915-20, 1926-29, 1930- , Purdue University; in charge of dispensary, 1925-26, University of Wisconsin; Pharmacist, 1920-23, Acting Superintendent, 1922-23, General Hospital, Wuhu, China; Professor, 1923-25, University of Nanking.

DISTRICT VIII

G. W. MARTIN, Botany, State University of Iowa

Elected 1922; Chap. Secy., 1928-29.

Born 1886. Litt.B., 1912, M.Sc., 1915, Rutgers University; Ph.D., 1922, University of Chicago. Assistant, 1912-15, Assistant Professor, 1919-23, Rutgers University; Fellow, 1915-16, University of Chicago; Instructor, 1916-17, Massachusetts State College; Assistant Professor, 1923-26, Associate Professor, 1926-29, Professor, 1929- , State University of Iowa.

EDGAR B. WESLEY, Education, University of Minnesota

Elected 1937; member, American Federation of Teachers, 1936- .

Born 1891. A.B., 1914, Baldwin-Wallace College; A.M., 1925, Ph.D., 1929, Washington University. Teacher, 1917-22, Jackson Academy; Teacher, 1922-30, High School, University City, Missouri; Instructor, 1924-30, Extension Department, Washington University; Assistant Professor, 1930-34, Associate Professor, 1934-37, Professor, 1937- , University of Minnesota.

DISTRICT IX

WILBY T. GOOCH, Chemistry, Baylor University

Elected 1933; Chap. Pres., 1937-38.

Born 1885. B.S., 1906, M.S., 1908, Baylor University; Ph.D., 1918, University of Chicago. Instructor, 1908-09, Professor and Head of Department, 1909- , Chairman of Graduate Council, 1933- , Chairman of Division of Physical Sciences, 1935- , Baylor University.

JOHN ISE, Economics, University of Kansas

Elected 1920; member, American Civil Liberties Union.

Born 1885. Mus.B., 1908, A.B., 1910, LL.B., 1911, University of Kansas; A.M., 1912, Ph.D., 1914, Harvard University. Assistant Professor, 1914-15, Associate Professor, 1915-16, Iowa State College; Assistant Professor, 1916-19, Associate Professor, 1919-20, Professor, 1920- , University of Kansas.

DISTRICT X

BENNET M. ALLEN, Zoology, University of California at Los Angeles

Elected 1916; Chap. Pres., 1934-35.

Born 1877. Ph.B., 1898, DePauw University; Ph.D., 1903, University of Chicago. Instructor, 1903-08, Assistant Professor, 1908-13, University of Wisconsin; Professor and Chairman of Department, 1913-22, University of Kansas; Associate Professor, 1922-24, Professor, 1924- , Chairman of Department, 1934- , University of California at Los Angeles.

FRANK L. GRIFFIN, Mathematics, Reed College

Elected 1916; Chap. Pres., 1936-37; Com. on Organization and Conduct of Local Chapters, 1938- .

Born 1881. S.B., 1903, S.M., 1904, Ph.D., 1906, University of Chicago. Fellow, 1904-06, University of Chicago; Instructor, 1906-09, Williams College; Assistant Professor, 1909-11, Professor, 1911- , Reed College.

REPORT OF COMMITTEE ON ADVERTISING VACANCIES

Your committee was appointed by the President at the spring, 1939, Council meeting for the purpose of preparing recommendations urging the filling of teaching vacancies by means of public advertisement. On deliberation, your committee feels that the Association may go further still, by the appointment of a standing committee whose task shall be to promote the advertising of vacancies on an experimental scale. The details of this proposal are set forth in a later section of this report. The committee submits the following recommendations:

At the present time vacancies on the teaching staffs of our universities and colleges are usually filled by one of three methods: (1) In special cases a desirable candidate is approached directly; (2) The president or department head writes to friends or acquaintances at other universities asking for names of possible candidates; (3) Teachers agencies are approached and the vacancy filled from their submitted lists.

The first of these methods must be accepted as suitable under certain conditions. The second and third, however, are open to objection, particularly in two important respects: First, knowledge that the vacancy exists is not sufficiently widespread, so that not only does it not reach the ears of persons who are already satisfactorily employed, but who might find wider scope for their talents elsewhere, but it often does not reach many who are dissatisfied and are looking for a change. Secondly, from the university's viewpoint, the field covered by the inquiry is so narrow that the best man for the position is often not discovered at all.

It is to be stressed particularly that the objections just set forth are especially applicable to the methods of filling vacancies in the higher ranks, in which cases publicity is still less seldom courted, and a really extensive search for candidates less often made than in the lower ranks.

To remedy this situation it is recommended that this Association go on record as approving, and by whatever means it may be able to find, endeavor to put into general practice a method for filling vacancies by public advertisement.

If this procedure were followed in filling a vacancy, the university or department concerned would print advertisements, as far as possible in advance of the date on which the vacancy must be filled, in the appropriate professional journal or journals, in the *Bulletin* of the American Association of University Professors, and in any other publications it may deem desirable. The advertisement should include: (1) mention of the fact of the vacancy, including the name of the institution and the department in which it occurs, (2) the qualifications desired in the candidate, (3) the term of appointment, rank, minimum salary, and duties, and (4) an invitation to submit applications. The task of selecting an incumbent from the applications will, of course, be greater and more expensive than under the present methods, but we believe the results will more than warrant this extra effort and cost.

It is recognized that departure from this practice may be desirable in certain cases, such as the necessity for filling positions in an emergency or in cases of high specialization or special reputation where it is known that no other candidates are available. Nevertheless, it is believed that the plan of advertising teaching vacancies, if widely adopted, will serve more efficiently to fill our university vacancies with the best available men or women.

Your committee further suggests the appointment of a standing committee of members of the Association, or a subcommittee of an existing standing committee, to promote the proposed scheme by the following method: The committee shall select a group of colleges or departments who, it feels, would be willing to cooperate, ask them to adopt the plan for a specified length of time and submit their opinions at the end of that time. The results of this experiment shall then be tabulated and published as evidence for or against the validity of the plan.

Finally, your committee recommends that the substance of this report, if adopted by the Council and Annual Meeting, and if funds for so doing can be found, be printed in leaflet form and distributed to the administrations of the universities of the country.

DUNCAN G. FOSTER, *Chairman*
GEORGE BOAS
SIDNEY HOOK

ACADEMIC FREEDOM AND TENURE

ST. LOUIS UNIVERSITY

On March 19, 1938 Dr. Moyer S. Fleisher, Professor of Bacteriology in the School of Medicine of St. Louis University, wrote to the General Secretary of the American Association of University Professors informing him of certain charges that had been made against him by the administrative officers of the University. In this letter, Dr. Fleisher stated that he had asked the University authorities for a hearing and was awaiting their reply. On April 16 he informed the General Secretary that his resignation had been orally requested on April 12 by the President of the University, and that the President had ignored his request for a hearing.

It was the consensus of the officers of the Association responsible for initial decisions in matters relating to academic freedom and tenure that Dr. Fleisher should continue to seek a hearing, and he was so advised by the General Secretary. On June 1, 1938 the General Secretary wrote to the President of St. Louis University, the Rev. Harry B. Crimmins, S.J., requesting information concerning the reasons for his desire to terminate the services of Dr. Fleisher. In this letter of inquiry, the Association's principles of academic freedom and tenure were briefly explained and the hope expressed that an adjustment of the difficulty might be possible. On June 29 following an exchange of telegrams and letters concerning the reason for his delay in replying to the June 1 inquiry (a two weeks' absence from the University) President Crimmins submitted a statement of the events antecedent to his request for Dr. Fleisher's resignation as justification for his action.

On July 26 Dr. Fleisher telegraphed that he had been notified in writing by President Crimmins that his services were to be terminated as of January 31, 1939. On August 5 he conferred with the General Secretary in Washington, D. C., and requested an investigation since all attempts at securing a hearing had failed.

Pursuant to an informal understanding between the American Association of University Professors and the Association of American Colleges to give the officers of the latter Association an opportunity to forestall or correct tenure violations in member schools, the Chairman of the Commission on Academic Freedom and Academic Tenure of the Association of American Colleges, Dr. Henry M. Wriston, was informed by the General Secretary of the American Association of University Professors of the situation at St. Louis University, and an exchange of letters took place between him and the Rev. Alphonse M. Schwitalla, Dean of the School of Medicine. The mediatory efforts of the Association of American Colleges were continued until December 21, 1938, but were without avail. On December 23 the General Secretary wrote to President Crimmins asking him, in the event the situation had not changed, whether he would receive a committee of investigation. On January 9, 1939 President Crimmins replied in the affirmative. The officers of the Association then proceeded as rapidly as possible to secure a subcommittee of Committee A to conduct an investigation.

The Investigating Committee secured early in February consisted of three members: Professors E. W. Puttkammer (Law), University of Chicago, Chairman; James P. Simonds (Pathology), Northwestern University; and Helen C. White (English), University of Wisconsin. The Committee visited St. Louis University on March 3, 4, and 5 and supplemented its direct inquiry with subsequent correspondence. In accordance with the Association's procedure, copies of the Committee's first tentative draft of its report were sent on June 9 to Dr. Fleisher, Dean Schwitalla, and President Crimmins for comments and for "correction of possible factual errors." On June 17 Dr. Fleisher sent to the General Secretary his comments and corrections. On June 29, no reply having been received from Dean Schwitalla or President Crimmins, the General Secretary again wrote to them requesting their comments and corrections as soon as possible. On July 1 President Crimmins replied indicating that he and Dean Schwitalla would send in their comments in the near future. The latter's reply was received on July 8. On August 9 the General Secretary telegraphed President Crimmins asking whether he wished to add

anything to Dean Schwitalla's comments and corrections. President Crimmins replied on August 14 stating that he had nothing further to add. The Investigating Committee revised its tentative draft in the light of all corrections and comments and on October 13 submitted its report to the General Secretary for the consideration of Committee A and final preparation for publication.

Report of Investigating Committee

This report deals with the dismissal of Dr. Moyer S. Fleisher from his position as professor and head of the Department of Bacteriology in the School of Medicine of St. Louis University. Dr. Fleisher had been a member of the faculty of that institution since April 15, 1915.

Organization and Administration of St. Louis University

Before taking up Dr. Fleisher's case it will be necessary briefly to describe the organization and administration of St. Louis University. It is maintained and operated by the Jesuit Order of the Roman Catholic Church. While the persons in charge of the University maintain their sympathy with, and approval of, the aims and ideals of the American Association of University Professors, so far as these aims and ideals are consistent with their faith, they also insist that in case of a conflict—a contingency not admitted by them to be possible—their obligations to their faith are paramount.

This attitude is reflected in the following provision in the Constitution of the St. Louis University chapter of the American Association of University Professors:

Purposes. The Saint Louis University Chapter shall have as its objects

1. The promotion of scholarly standards of teaching and research throughout all the departments of the University.
2. Cooperation with the Association in advancing the ideals and interests of Catholic higher education and of the profession of college and university teaching and research in accordance with the policies, objectives, and statutes of the University as a whole, and of its several colleges and schools, both constituent and corporate.

In this connection, however, the Investigating Committee wishes to point out that individual chapters of the Association do not have the power to modify the Association's principles of academic freedom and tenure.

To the end of achieving the University's objective, entire power is vested in the President of the University, a member of the Order. This power is complete so far as concerns checks or restraints from below, *i.e.*, from faculty members or groups or subordinate administrative agencies. The restraints on the President's power all operate from above, downward. They include the laws and customs of the Order, the authority of the higher ranks in the Jesuit hierarchy, and (in matters pertaining to the spiritual welfare of the local community) the Archbishop of St. Louis. These restraints are stated to be very effective, but whenever the President is operating within them no further limitation is recognized on his power.

The Presidential power functions through the agency of deans and administrative boards, of which there is one for each school. In the School of Medicine it consists of the Dean, the Assistant Dean, and some (but not all) of the department heads. Both the Dean and the members of the Administrative Board are appointed by the President and hold office during his pleasure. While the exact allocation of authority between the Dean and the Board is not clear to the Investigating Committee it seemed plain to the Committee that the influence of the Dean was decisive, in part because of the fact that the Dean is a person of unusual intelligence, force, and personal charm. The deliberations and conclusions of the Board are unknown to other faculty members unless the Board desires that they be communicated. As an instance of their procedure the following is cited: some years ago Dr. Fleisher was head of the then Department of Bacteriology and Public Health. By Board action this was divided into the two separate departments of Bacteriology and of Public Health. While the Dean and Dr. Fleisher had previously discussed a reorganization involving the setting up of a department of preventive medicine, no final decision had been reached, and the actual action and plan of change were not known by the department head until after the Administrative Board had acted. It is stated by

the Dean, however, that the Board's minutes show that "this [the simplification of the Department's title] is to be done with the consent of Dr. Fleisher." In Dr. Fleisher's opinion this centralization of authority has shown a gradual increase over a period of years, and other sources of information confirm this opinion. At present there is normally no contact at all between the individual faculty member and the President.

This report is not concerned with the President's authority to supervise the conduct of the members of the faculty who are members of the Jesuit Order. As to non-Catholic members of the faculty, the University disclaims any intention of bringing pressure on them in religious matters, but does expect that in public activities involving the University they will have due regard to the position and public relations of a Catholic university in religious matters. The President, furthermore, is the judge of what sort of conduct would, or would not, be regarded as thus offensive to religious beliefs.

The School of Medicine has not been run on sectarian lines, so far as personnel is concerned. The predecessor of the present Dean was Jewish. At present none of the salaried department heads is Catholic. The majority of the Administrative Board is non-Catholic, although Dean Schwitalla is a Jesuit. Of the salaried faculty, 14 are Catholic and 21 are not. Of the total faculty (including part-time men) 145 are Catholic and 177 are not. Furthermore, all non-Catholic faculty members interviewed agreed that they had not experienced any difficulties of adjustment or restrictions. In conclusion of this subject it should be added that in Dr. Fleisher's letter of appointment, dated April 15, 1915, no restrictions or special limitations of any sort appear.

Antecedent Factors

Nevertheless it is Dr. Fleisher's belief that his activities along certain lines of work were factors influencing his dismissal, either directly or indirectly, by rendering him unpopular in local Catholic circles. It appears desirable to consider these factors before taking up the events more directly leading to the dismissal. Thus Dr. Fleisher believes that an element in the situation was a mistaken

belief that he was actively advocating birth control (a movement in which his sister-in-law was active). This is denied by Dean Schwitalla, and the denial is made persuasive by the fact that both parties agree that the subject of birth control was never discussed by them until nearly ten months after the difficulties had commenced. It may be noted that during the session of 1936-1937 Dr. Fleisher refused to recommend a textbook which contained a chapter on contraception, and his refusal was approved by the Dean. The Investigating Committee, therefore, does not believe that there is sufficient evidence to warrant further attention to this factor. Another possible factor consists in Dr. Fleisher's membership in a group known as the Medical Bureau of the American Friends of Spanish Democracy. Apparently the prevailing opinion among local Catholics favored the Franco cause, and active advocacy of the Loyalist side may have produced some unpopularity. It is difficult to determine the extent or importance of this (if any), but Dr. Fleisher's membership in the Medical Bureau was long known to Dean Schwitalla, and no suggestion was ever made to him to modify his stand. In view of this circumstance only a limited importance, at most, can be attached to this factor.

Possibly more significant was Dr. Fleisher's advocacy of certain proposals looking toward a greater socializing of medical services. These proposals were advanced by some 430 medical men throughout the country. Only one other on the St. Louis faculty (since deceased) signed them. They were not regarded by Dr. Fleisher as socialistic in tone, but did arouse considerable controversy in medical circles. Dean Schwitalla thoroughly disagreed with Dr. Fleisher in this matter, but both state that the disagreement had no personal aspect and was simply as to the question of policy. In an interview with Dean Schwitalla on January 29, 1938 (to be described more fully below), the latter (according to his own recollection) cautioned Dr. Fleisher that his views were "out of step" with prevailing University opinion, but did not state that Dr. Fleisher's stand was in any sense improper. (The University had taken no position in the matter.) It was his purpose, Dean Schwitalla states, merely to let Dr. Fleisher know that he was taking an unpopular view. Dr. Fleisher feels that the warning

was somewhat stronger, but here too there is no sharp divergence as to the facts (except as will appear below). To this factor likewise the Investigating Committee feels that only limited importance should be attached.

Merely for the sake of completeness it should be added that the Investigating Committee is satisfied that no religious, racial, or personal prejudice was involved, nor do any personal animosities seem to have complicated matters. Dean Schwitalla and Dr. Fleisher were warm personal friends and are surprisingly free from personal hostility even now. The former states that he had never found Dr. Fleisher other than perfectly cooperative previously in his conduct with regard to Catholic beliefs. The same statement was made by President Crimmins who, however, pointed out that he took office only so recently as December, 1936.

The Major Incident

The University authorities are emphatic in stating that none of the foregoing matters was operative in Dr. Fleisher's dismissal. The opinion of the non-Catholic faculty members interviewed was unanimously to the same effect. The events on which the University rests its case may, therefore, now be considered. Some days before May 12, 1937 the St. Louis chairman of the Medical Bureau of the American Friends of Spanish Democracy, Dr. George H. Bishop, with the assistance of three or four of the sponsors of that group, arranged for a public meeting to be held on May 25 following, and on May 12 made public announcement on a letterhead carrying the names of the local officers and 29 local sponsors. Dr. Fleisher was one of the latter, but not one of the three or four consulted by Dr. Bishop. The letter therefore constituted his first notice of the meeting. The letter was sent to a large number of residents of St. Louis, and in it was stated that the meeting was to be addressed by "the Reverend Father O'Flanagan,¹ famous Irish Catholic priest and leader of the Sinn Fein movement." Enclosed in the letter (as well as publicly distributed) were handbills bearing a heading in large letters "Irish Priest Speaks for Spain," and in smaller ones "Rev. Father Michael

¹ The priest himself spells the name O'Flanagan but the other spelling is used by all concerned in the dispute and will be so used here.

O'Flannagan, One-Time Sinn Féiner Will Speak in St. Louis." In the body of the brief text the speaker was referred to as a "true representative of Irish Catholicism." It was the frankly admitted purpose of the advertisers of the meeting to indicate by means of these statements that not all Catholics were on the Franco side.

On May 21 the Catholic Club of St. Louis addressed an identical letter to all the sponsors, including Dr. Fleisher. The Catholic Club is composed of 150 prominent Catholic laymen, mainly successful business and professional men. To a large extent its members are on a footing of personal friendship with the Archbishop, whose approval is necessary for membership. The letter, after disavowing any partisan purpose as to the Spanish issue, informed the addressee in detail as to facts showing that Father O'Flannagan was not a priest in good standing but on the contrary was "unfrocked"¹ and had used every opportunity to speak offensively of the Catholic Church. It then stated that these facts were being communicated to each sponsor to enable him to withdraw his sponsorship and secure some other speaker for the meeting who was "what he represented himself to be." It concluded with a request for a reply and a statement that the letter was sent with the approval of the Archbishop.

To this communication Dr. Bishop at once replied, declining

¹ The term "unfrocked" is not a legal or ecclesiastical term forming part of the canon law, but is a lay expression indicating in a loose sense that disciplinary action depriving a priest of some or all of his faculties to perform the function of a priest has been taken. This lay term does not convey the actual meaning nor does it specify the limits or the extent of such action. In ecclesiastical language, it would be stated that a priest is "suspended." The Church view is that once a person is ordained a priest he remains such, and it is beyond the powers of the Church authorities to remove from him the character of a priest to which he has been ordained. It is, however, within the powers of his superiors on proper occasion to prohibit him from performing some or all of his functions. If a priest is placed under such prohibition he is said to be suspended.

From Catholic sources it has been ascertained that Father O'Flannagan was suspended in April, 1925 by his superior, the Bishop of Elphin, "because of his having devoted himself too much to political activities in Ireland." All the evidence ascertainable indicates that he was a suspended priest at the time of the St. Louis lecture on May 25, 1937. The Committee has not been able to ascertain whether his faculties in whole or in part were restored at any time during the intervening years or whether they have been restored subsequently. A cablegram of specific inquiry, dated November 17, 1939, addressed to the Most Reverend Edward R. Doorly, Bishop of Elphin, Sligo, Ireland, by the General Secretary, authorizing a reply collect, has brought no reply [December 2].

to withdraw the speaker and stating that his letter had the approval of 19 of the 29 sponsors. He did not state who they were but Dr. Fleisher informs us that he was not one of them.

Dr. Fleisher had never previously heard of the Catholic Club. It must have been (and apparently was) obvious to him, however, that its letter was of considerable importance. Accordingly he at once took the matter up with Dean Schwitalla for advice as to the reply which he should make to the Catholic Club. At the same time he took with him the draft of a reply, in which he affirmed his support of Loyalist Spain, and then said, regarding the listing of Father O'Flannagan as a priest, that it was "unfortunate and of course untrue. Therein the committee, and I as a member of the committee, are at fault but that is excusable in view of our ignorance of the actual situation." He then went on:

As a member of the committee sponsoring Medical Aid for the Spanish Government, I do not feel that I am responsible for the statements of any speakers at the meeting. I am sure that both you and myself are in many activities, with whose fundamental principles we are agreed, but in connection with which other supporters express views with which we are not in agreement.

I therefore do not feel that I should withdraw my sponsorship. It is unfortunate that Michael O'Flannagan has been listed as a priest and I sincerely hope he will not seize this occasion to attack the Catholic Church (which attack would have no relationship to support of the Spanish Government). In addition I see no reason for withdrawal of support from an organization whose objectives I favor, nor for condemning beforehand the freedom of speech of an individual.

Some difference of view has developed between Dr. Fleisher and Dean Schwitalla regarding the details of their ensuing interview—as is inevitable, considering the fact that it occurred over two years ago. Dean Schwitalla's recollection is that he told Dr. Fleisher that "if you send that letter it will have serious consequences," or perhaps that he said "you will have to face the consequences." Probably he added a warning that the men who signed the letter were "fighters." That he did not go farther in his warning was due in part, he states, to a wish not to appear to be exercising coercion on Dr. Fleisher, and in part to a belief, based on Dr. Fleisher's past consideration for the Catholic view—

point, that more emphatic language was not necessary. Dr. Fleisher's impression, however, was that Dean Schwitalla did not regard the matter in an extremely serious light (indeed that it was only made to appear more serious in subsequent months). His understanding was that the letter should be regarded by him only as coming from certain individuals, and hence as only involving an issue between him and them. Dean Schwitalla merely stated that "there might be consequences as these men were fighters." In a letter to his sister written that night Dr. Fleisher said that Dean Schwitalla told him to do as he thought right, that it might mean an uproar and that there might be "dynamite in it". He gained no impression that his drafted reply would be regarded as constituting an insult to the Church, and now points out that he would hardly forget so important a statement had it been made. In evaluating these differences the Investigating Committee is not disposed to give much weight to the minor disagreements as to the words and language used. The exact words can not now be established nor are they important. In an interview such as this, between old and close associates, the tone of voice is a vastly greater factor, and words seemingly not of a warning nature at all may readily be so in reality. In any event Dr. Fleisher seems in fact to have believed that he was dealing merely with a group of individuals, with resultant antagonisms only between them and him. While entertaining no doubt of Dr. Fleisher's sincerity the Investigating Committee finds it difficult to understand how he could fail to appreciate the gravity of the situation, in view of his long and close association with Catholics and of the fact that the letter was signed "the Catholic Club" and expressly stated that it was sent with the approval of the Archbishop.

In any event, while Dean Schwitalla was under the impression that Dr. Fleisher's answer would not be sent as it had been drafted, Dr. Fleisher's impression of their conclusion was the direct opposite, and he did send it with no change. The lecture took place on the date named. In the course of it Father O'Flannagan urged that he was not technically a "suspended" priest at all, even though not at all times "in good standing."¹ The Investigating Committee disregards these complications as to his status for

¹ See footnote on p. 521.

two reasons. In the first place Dr. Fleisher's position was taken prior to and without reliance on these points and wholly on the basis of the Catholic Club's letter, in which details were given showing him to be then suspended. In the second place Father O'Flannagan's value as a speaker lay largely in his character as a priest in complete good standing—a character which those sponsoring him were therefore not at all willing to deny. Dr. Fleisher was not present at the lecture, his reason being that while he did not wish by withdrawing his sponsorship to prejudge the speaker, he likewise did not wish to go further in support of him. He did not, however, give any publicity to his intention to be absent.

Some days later (exact date not ascertained) President Crimmins drafted a letter to Dr. Fleisher containing a very serious rebuke. After reviewing the events it continued:

Your action will have serious consequences for St. Louis University. It had [*sic*] imperiled the confidence which the Catholic people of St. Louis have always extended to the University as one of the leading institutions in the country. Catholics believe that Jesuits who conduct educational institutions will not have them staffed by faculty members who by their public acts openly express views opposed to Catholic viewpoints in public relations. Even more, the Catholics of our city would certainly not expect an expressed or implied offense from an appointee of the University who, no matter what his personal opinions might be, should surely subordinate personal opinions to the University's objectives and aims in public affairs. Public confidence in the University has been weakened by your public acts.

You have been with the University for more than twenty years and while the University has valued your services it has also placed implicit confidence in you. This confidence has now been disappointed by your deliberate choice and public act.

It should be particularly noted that despite its severe tone it did not contain a word as to Dr. Fleisher's resignation or dismissal. Instead of sending the letter at once, however, the President transmitted the draft to Dean Schwitalla who on May 31 took it up with the Administrative Board in an informal meeting. The Board agreed that it would be undesirable to send the letter and delegated three of its members to confer with the President. One of these three, it should be noticed, was the only faculty member

who was also a director of the Catholic Club and as such had joined in signing that group's letter to Dr. Fleisher. Whether as a result of their efforts or for other reasons, the letter never was sent.

To Dr. Fleisher, therefore, the matter seemed closed. From then till June 19 (except for an absence from June 1 to June 9) he was at the School and in normal relations with all his colleagues, including Dean Schwitalla. Nothing was said about the O'Flannagan lecture. On June 19 Dr. Fleisher left for the summer vacation. In the ensuing months a number of letters were exchanged between him and Dean Schwitalla regarding plans for the Department of Bacteriology in the coming year, and on July 22 Dr. Fleisher wrote to him saying that he was in a nervous condition and asking for leave of absence during the first semester so as to be under continued medical care. In a cordial telegram Dean Schwitalla replied, "Glad extend leave at your convenience with full pay. Best regards. Get well." Likewise when Dr. Fleisher was in St. Louis for a week the following September and saw Dean Schwitalla, nothing was said of any difficulty and, in Dr. Fleisher's recollection, the Dean expressed regret at his absence during the first semester.

On or about January 29, 1938, very soon after Dr. Fleisher's return to St. Louis, and just before the opening of the second semester, he had an interview with Dean Schwitalla. After some routine discussion as to departmental plans and personnel Dean Schwitalla informed Dr. Fleisher that the President had been, and was still, receiving a good many complaints from outside sources as to Dr. Fleisher's stand both on the O'Flannagan matter and the socialized medicine issue, and was very much disturbed. The two questions appeared to Dr. Fleisher to be of equal importance, so far as the President was concerned. No suggestion was made to him as to any action which he (Dr. Fleisher) should take and his own offer to see the President to make an explanation was dropped. The University version of this interview differs in some respects. It places it a few days earlier, and states that it was held (at the President's request to the Dean) for the purpose of clearing up the O'Flannagan matter and of making it plain to Dr. Fleisher that an explanation was now looked for. A day or so

later the Dean reported to the President that the interview had "taken place."

Thereafter nothing was said or done for over another month, *viz.*, until March 11. During this interval all the normal activities of teaching, research, and department headship were carried on by Dr. Fleisher with no suggestion of any difficulty. On March 11 there was another interview between Dr. Fleisher and Dean Schwitalla. At this time the latter told Dr. Fleisher that the President was still waiting for an explanation of the O'Flannagan matter and had asked him to speak to Dr. Fleisher about it—the first time, in Dr. Fleisher's recollection, that the President's desire for some action was mentioned. It was made clear, according to the Dean's recollection, that the President was much concerned. But the nature of the expected action was not clear to Dr. Fleisher. At least an equal amount of time was spent, in Dr. Fleisher's recollection, on the other matters (socialized medicine and birth control) on which he was felt to be "out of sympathy with the objectives of the University." Dr. Fleisher repeated his desire to see the President so as to offer an explanation. The interview ended with Dr. Fleisher feeling that the three grounds of complaint were all of equal importance. Dean Schwitalla on the other hand feels that all the stress was on the O'Flannagan matter. Now for the first time the matter of Dr. Fleisher's resignation was discussed. The suggestion of an interview with the President was, however, again not encouraged.

The next day, with the Dean's permission (a permission not regarded by the Dean as at all necessary), Dr. Fleisher made three efforts by telephone to reach the President, and finally left his own telephone number, but did not succeed in speaking to him. Hearing nothing further, on March 17 Dr. Fleisher wrote a formal letter to Dean Schwitalla asking for a hearing either before a committee of faculty members or before the President and such others as he might designate; if the latter form of hearing were accorded him, he also asked permission to be accompanied by counsel of his own choosing. This request for a hearing met only with disapproval from those to whom it was addressed—a fact the importance of which will be brought out later. On March 29 Dean Schwitalla replied saying he had referred the request to the

Administrative Board on March 26 and as their resultant action had been approved by the President it must be regarded as "definitely the attitude of the University" in the matter. This action is of such significance as to warrant extensive quotation, although according to Dr. Fleisher's recollection the principles set forth had never been presented to the faculty previously in such explicit form. Its opening paragraphs are as follows:

1. The Administrative Board recognizes the right of an individual Faculty member to his private opinions.
2. The Administrative Board, however, can not recognize the right of a Faculty member of an university to publicly advocate opinions, or to perform acts implying such advocacy, which are contrary to the announcement [*sic*] and well known objectives and principles of the University.
3. With reference to St. Louis University, a Catholic institution under Jesuit control, the Administrative Board accepts the principle that the University must always identify itself not only with the teachings of the Catholic Church but also with the official thoughts and actions of the Authority of the local Archdiocese and of those who are recognized as expressing the official views and are [*sic*] carrying out the official wishes of His Excellency, the Archbishop. Any other policy would not only imperil the existence of St. Louis University as a *Catholic* university but also as a seat of learning.

The Board's minutes then went on to a summing up of the facts of the O'Flannagan matter, whereby Dr. Fleisher had "placed his own public position in opposition to the University's position with reference to a fraudulent representative of the Catholic priesthood." The minutes then stated:

It is to be regretted, that due to Dr. Fleisher's absence and illness, so much time has elapsed since the occurrences to which reference has been made. Two or three days after Dr. Fleisher's return to the city on January 22, 1938, his attention was called to the fact that the explanation of his acts last May in the matter of the O'Flannagan lecture is still desired by the University.

In view of all the above, the Administrative Board of the School of Medicine counsels Dr. Fleisher to take such steps as would seem to him necessary to meet the situation. Among these steps, the Administrative Board regards as foremost and indispensable,

a satisfactory explanation from Dr. Fleisher himself to the President of the University.

It should be noticed from the closing paragraph that the situation still appeared to be one that could be met.

Immediately upon receipt of these minutes Dr. Fleisher drafted a letter to President Crimmins, which he subsequently handed to him in an interview on April 5. In this letter he presented the facts as they had been seen by him and assured him that he had not intended any insult to the Catholic group. He concluded, "My long connection with St. Louis University should have made it clear that I would not consciously take any action which would be objectionable to that institution. Since it appears that I have nevertheless offended the Catholic viewpoint, I express my sincere regrets and apologize for an action which was contrary to the principles and objectives of St. Louis University. I earnestly hope that this explanation and apology may serve to convince you that my actions were not intended to be contrary to the Catholic viewpoint, or the viewpoint of the University." The interview between the President and Dr. Fleisher on April 5 consisted almost wholly of a discussion of the facts, Dr. Fleisher's insistence on his failure to see the seriousness of his conduct, and the President's inability to comprehend how this could have escaped him. According to Dr. Fleisher's recollection nothing was said regarding resignation or dismissal, although President Crimmins' recollection is that "a voluntary resignation was mentioned and discussed."

A second interview occurred on April 12. The same ground was gone over, and at the end Dr. Fleisher asked what, after apologizing as he had been told to do, there remained for him to do. The President replied that he should resign. After thinking the matter over Dr. Fleisher sent a letter to the President refusing to resign and renewing his request for a hearing. Finally on July 23 the President wrote Dr. Fleisher dismissing him as of January 31, 1939.

The Committee's Analysis

In summing up the factors causing Dr. Fleisher's dismissal it should be emphasized that his efficiency in his post was never questioned. Both in writing and orally President Crimmins and

Dean Schwitalla express themselves very favorably. The importance of his supposed stand regarding birth control and socialized medicine is more difficult to measure. On the whole the Investigating Committee is disposed to feel that while these matters would not by themselves have led to a dismissal, they (and especially the socialized medicine) were operative in creating a definitely unfavorable atmosphere. The O'Flannagan matter, however, overshadows all the other factors. This was of such importance that the University authorities insist that from that time on it was certain that Dr. Fleisher must go. This position is supported by a non-Catholic faculty member who stated that the only alternative open to the President would have been a public reprimand in such terms as would have created a definitely worse situation than that of Dr. Fleisher's resignation (which he had thought would be forthcoming). Despite this, however, the Investigating Committee feels that the decision to ask him to resign was only reached much later, probably in the main as a result of constant pressure on the President from sources outside of the University, possibly also to some degree because, as time went on, the University authorities found themselves less confident of reaching an understanding with Dr. Fleisher on the basic issues under discussion. Various circumstances lead to this belief. Foremost is the long delay—nearly a year—before matters came to a head. Dr. Fleisher's illness and absence from St. Louis for over six months must of course be taken into account, but it still remains true that he was in St. Louis for almost a month (barring a nine-day absence) after his letter to the Catholic Club, and was constantly available. The explanation that it was desired to spare him because of his illness is not fully adequate because he did not mention any such illness until July 22. Nor was the issue brought to a speedy head on his return, at the end of January, 1938. Meanwhile Dr. Fleisher was corresponding with Dean Schwitalla on several occasions regarding departmental plans and personnel. Furthermore the language of the letter which President Crimmins at first planned to send to Dr. Fleisher in May, 1937 contained only a severe rebuke, as has already been pointed out, and not any demand for a resignation. Even so late as March 26, 1938 the Administrative Board's minutes, approved by the Presi-

dent, spoke in terms of a suitable explanation by Dr. Fleisher and said nothing of resignation.

Indeed, there is the possibility that all along, even as the President's purpose hardened, the Dean and the Administrative Board regarded the matter in a less serious light. This supposition, while not conclusively confirmed, is at least corroborated by their conduct and attitude in two regards. In the first place, in spite of the rather close personal and social relations between some members of the Board and Dr. Fleisher, none of them seems to have spoken to him about the matter until he initiated the discussion in March, 1938. In the second place, there was the lack of encouragement that Dr. Fleisher's proposals to see the President received, in spite of the fact that the Dean, according to his own recollection, had told Dr. Fleisher in January that "the President is still waiting for an explanation of the O'Flannagan matter." His letter, finally asking for a hearing, was described as most ill-advised and harmful—a view consistent only with a hope alive till then that by deferring the issue it could ultimately be entirely avoided. Their apparent fear that a demand for a hearing would precipitate an otherwise adjustable matter is likewise justified by President Crimmins' attitude toward a hearing before a group of faculty members. In his opinion in such a proceeding it would be he rather than the faculty member who would actually be on trial. He is therefore fundamentally opposed to anything in the nature of a hearing before a group of faculty members.

From the facts set out above it appears to the Investigating Committee that the right of Dr. Fleisher to support the Loyalist cause was not questioned. On the contrary it was specifically stated that the only ground of objection to his sponsorship of the lecture was the misrepresentation of the status of the speaker and that there would be no objection to his sponsoring another speaker in the same cause. The presentation of a priest in bad standing¹ as a representative of Catholicism is a grave affront to the religious sensibilities of a Catholic community, and the administration of an institution dependent upon such a community for its constituency would have to take a serious view, not only of the offense itself but also of the reaction of such a public opinion. The specific question,

¹ For Father O'Flannagan's status, see footnote, p. 521.

therefore, is whether the sponsoring of the lecture was an offense of such gravity as to justify Dr. Fleisher's dismissal.

Conclusions

To answer the question whether the dismissal of Dr. Fleisher was justifiable, it is necessary that the salient facts of the total situation be reviewed in the light of the generally accepted principles of academic freedom and tenure.

1. Dr. Fleisher was appointed a member of the Faculty of St. Louis University in 1915; no restrictions or special limitations of any sort were mentioned in his letter of appointment, nor was any occasion for them felt during this extended period.

2. The University makes no charges of professional incompetence either in teaching or research; on the contrary, the Investigating Committee finds that his efficiency in his post was never questioned. Nor does the University make charges of improper conduct by Dr. Fleisher prior to the O'Flannagan matter, both the Dean and the President concurring in the statement that Dr. Fleisher had been perfectly cooperative previously in his conduct with regard to Catholic beliefs.

3. Not only was Dr. Fleisher denied a hearing, but his request for one was strongly disapproved of by the administration as incompatible with the organizational pattern of the University.

4. The University's position is that the dismissal without a hearing was justifiable because Dr. Fleisher's conduct in the O'Flannagan matter was, under the moral standards of the institution, highly objectionable. The University authorities also maintain that Dr. Fleisher's attitude on "socialized medicine," on birth control, and on Loyalist Spain played no part in the dismissal. On this latter point the Investigating Committee's conclusion is that while these matters would not by themselves have led to a dismissal, they (and especially the socialized medicine) were operative in creating a definitely unfavorable atmosphere.

5. Even though the University authorities say that from the beginning various officials did have in mind such a result of the incident as that Dr. Fleisher might resign or might possibly be dismissed, none of the other evidence which the Investigating Committee has been able to find suggests that so grave an issue of the

matter was envisaged in May, 1937 or for some months afterwards. Even as late as March 26, 1938 the action of the Administrative Board conveyed no intimation to Dr. Fleisher that he would either be dismissed or even asked to resign, but only that an "explanation to the President of the University" was deemed necessary. It was not until April 12, or perhaps April 5, 1938, nearly eleven months after the conduct in question occurred, that Dr. Fleisher was asked for his resignation, and final action dismissing him was not taken until July 23, 1938, the dismissal to be effective January 31, 1939. On the basis of this evidence the Investigating Committee's final conclusion is that the decision to ask Dr. Fleisher to resign was reached only much later than the date of the occurrence of the conduct.

In view of all the above findings, without questioning the sincerity of statements now made by the University's administrative authorities, the Committee has reached the conclusion that there is no satisfactory evidence that Dr. Fleisher's conduct at the time it occurred or for many months thereafter was regarded by those in authority as sufficiently serious morally to necessitate dismissal. Had dismissal or some intimation of it come immediately or shortly after the conduct in question, a very different conclusion might have been warranted. As it is, the Committee is convinced that, however sincere the administration now is in its views as to the serious character of Dr. Fleisher's offense, the most persuasive explanation accounting for the delay is that the conclusion by the President that dismissal was justified was in fact reached only after constant pressure on him from outside sources had led him to conclude that it would be desirable to terminate Dr. Fleisher's connection with the University. However, the Committee recognizes that another explanation is possible, which would account for the delay on the basis of a continuing but decreasing hope of reaching some understanding with Dr. Fleisher on the basic issues under discussion.

It should be further pointed out that even if Dr. Fleisher's conduct had been such as originally to justify dismissal, the long delay of the University authorities in asking for the resignation—a delay which, as has been noted, the University authorities have not satisfactorily explained—may well be looked upon as a waiver

of any right to dismiss a member of the faculty on continuous tenure and to whom no intimation was given for nearly a year that his conduct was regarded as serious enough to warrant dismissal. In this connection note should be taken of Dr. Fleisher's sincere apology for his conduct, given in response to the request for an "explanation." In view of the long delay without intimation of dismissal and of Dr. Fleisher's competent and loyal service to the University for some twenty-three years, this apology should, in the opinion of the Committee, have been regarded as covering the situation.

E. W. PUTTKAMMER, *Chairman*
JAMES P. SIMONDS
HELEN C. WHITE

Statement by Committee A

On the basis of the facts set forth in the report of the Investigating Committee, it is the opinion of Committee A on Academic Freedom and Tenure that sound university practice as to academic tenure has been seriously violated by the administration of St. Louis University in two respects: (1) a hearing was denied Dr. Fleisher, and (2) no sufficient reason for the extreme penalty of dismissal has been shown.

As to the denial of a hearing, the American Association of University Professors has never recognized and can not now recognize that religious or other affiliations of institutions of higher learning can free them from the application of the principle that a member of the faculty on continuous tenure should be dismissed only after a fair hearing, at which full opportunity is given him to present his side of the case. The American Association of University Professors can not believe that our colleges and universities which have religious affiliations desire to separate themselves from other institutions of higher learning by denying to members of their faculties the fundamentals of due process which are essential to freedom. Any special limitations on academic freedom or due process by any school in an effort to insure the furtherance of any particular doctrine, economic, political, or religious, marks it

as essentially proprietary in character. But St. Louis University is not held out to the public as a proprietary institution. That Dr. Fleisher was entitled to continuous tenure and, therefore, a right to a hearing under the principles recognized by our Association and other associations interested in higher education is entirely clear.

The fact that there was no substantial dispute about the reason for the dismissal of Dr. Fleisher did not obviate the desirability of a hearing. The possible implications of the total situation were intricate and the appropriate decision gravely debatable. The Committee does not question the fact that President Crimmins had sole ultimate responsibility of decision nor the fact that Dr. Fleisher before decision had opportunity to confer with him. These opportunities, however, were no adequate substitute for a hearing. Any real hearing given Dr. Fleisher even before President Crimmins alone would have called at least for an orderly and adequate statement of reasons as well as result and for some record of this statement. No such statement and record appear to exist. Their lack deprived President Crimmins of wise suggestions from his natural advisers and of effective criticism by Dr. Fleisher. Indeed, the lack may well have prevented him from recognizing or appraising the various considerations, including outside pressures, which may have contributed to his decision.

As to the reason for the dismissal, Committee A believes that, in view of all the circumstances, the apology which Dr. Fleisher presented to President Crimmins should have been accepted in the spirit in which it was offered and the incident closed.

Committee A is also of the opinion that Dr. Fleisher's dismissal evidences a disregard of the extramural freedom of a teacher and wishes to emphasize that interference with the extramural activities of teachers should not be regarded as of less significance than more direct violations of academic freedom of speech and inquiry. As set forth in the statement of principles of academic freedom and tenure agreed upon by representatives of the Association of American Colleges and of the American Association of University Professors and endorsed by the American Association of University Professors at the 1938 annual meeting, "Tenure is a means to certain ends; specifically: (1) Freedom of teaching and

research and of extra-mural activities, and (2) A sufficient degree of economic security to make the profession attractive to men and women of ability. Upon freedom and economic security, and hence upon tenure, depends the success of an institution in fulfilling its obligations to its students and to society."

Approved for publication by Committee A on Academic Freedom and Tenure.

W. T. LAPRADE, *Chairman*

The personnel of Committee A on Academic Freedom and Tenure is as follows: William E. Britton, University of Illinois; A. C. Cole, Western Reserve University; William M. Hepburn, University of Alabama; Ralph E. Himstead, General Secretary; W. D. Hooper, University of Georgia; Mark H. Ingraham, University of Wisconsin; A. M. Kidd, University of California; W. T. Laprade, Duke University, *Chairman*; J. P. Lichtenberger, University of Pennsylvania; A. O. Lovejoy, Johns Hopkins University; J. M. Maguire, Harvard University; S. A. Mitchell, University of Virginia; F. M. Padelford, University of Washington; DR Scott, University of Missouri; D. Y. Thomas, University of Arkansas; Holland Thompson, City College (New York); R. C. Tolman, California Institute of Technology; and Quincy Wright, University of Chicago.

TENURE OF MEDICAL SCHOOL FACULTIES¹

By A. J. CARLSON

University of Chicago

I was drafted to present this report by the Secretary of this Council. A fairly inclusive and specifically detailed questionnaire was prepared and mailed to the deans of the 87 medical schools in the United States and Canada. Returns came in from 85 of the 87 deans. This nearly one hundred per cent response, I believe, stands as a record. It was felt that the varying tenure conditions of the faculties can be best evaluated in the light of the entire administrative set-up in our medical schools, so these are presented as a part of the picture and the problem. The classification of procedures and tenure conditions here presented is not free from faults. Because, even if we assume (as I do, in this case) that every dean has told the whole truth, we know for a fact that procedures under the same general designation may really be very different in different schools, owing largely to variance in local tradition, as well as to the difference in ideals and temperaments of presidents and deans. I shall comment on the probable significance, or the lack of it, in the different categories. But I must state that the listing has been made as reported by the deans, even when I knew in several cases that the reports were contrary to facts. However, it is clear that any merit in my summary and comments is largely due to this prompt and generous response from all the deans, and especially those who responded to the invitation to comment on features which in their experience had proved especially valuable with their faculties. More than twenty deans gave such thoughtful information. Some of these comments I shall quote as examples of valuable ways and means in the evolution of the American medical school.

¹ Paper presented to The Council on Medical Education and Hospitals of The American Medical Association on February 14, 1939, in Chicago, Illinois.

I. Appointment of Deans

	<i>No. of Schools</i>
A. Elected by the faculty	1
B. On recommendation of the faculty	3
C. No reference to the faculty	13
D. After consultation with the faculty or a committee of the faculty	19
E. After informal conference with members of the faculty	44

Comments

1. I can not conceive that there are 13 medical schools in which the administration appoints the deans without formal or informal consultation with the faculty, unless the dean is appointed primarily to liquidate the faculty or the school. And yet, there stand the 13 medical schools so reported. I hope the reports are in error.

2. The "informal conference with members of the faculty" apparently prevails in the majority of the medical schools. Whether or not this is pure moonshine depends on the caliber and temperament of the university president. Some presidents (I think, only a few) confer only with the "yes men" on their faculties, or present their choice for deanship in the following way: "This is he; what can you do about it?" But let no one be deceived by the fact that, in over half of our medical schools, the faculty appears to be given this small and tremulous voice in the selection of its chief executive. After checking item "E" for their schools, a number of deans added: "probably," "usually," etc. It would appear that some medical school statutes or by-laws need clarification on these points.

3. I think that a formal conference of the university president with the faculty, or with a representative committee of the faculty, with or without a formal vote, is the procedure that will be most conducive to faculty morale, and hence to faculty performance.

II. Appointment of Departmental Chairmen or Heads

	<i>No. of Schools</i>
A. Elected by the faculty	2
B. No reference to faculty of department or school	10
C. After informal conference with members of the faculty	28
D. After recommendation of faculty or faculty committee	43

Comments

1. One of the two schools listed as electing chairmen of departments by the respective departmental faculties ranks very high.

2. Ten schools are reported as appointing their departmental chairmen by deans and university presidents, without previous reference to departmental or school faculties. I doubt that there exist ten good medical schools in this country in which the dean is so unwise as to pursue such a course, statutes or no statutes.

3. Again, the value of "informal conference with members of the faculty" depends on the caliber and ideals of the dean. I am inclined to think that such informal conferences with individual members of the faculties are not the wisest procedure. As a rule, members of the faculty who have not the courage to speak out in meetings of the faculty can not be relied on to tell the dean their real views individually. The following statement by one dean probably presents the informal conference procedure at its best: "In making appointments of heads of departments I solicit advice from all members of the faculty who are acquainted with individuals in that particular field and before making recommendations I consult with heads of related departments. Final responsibility for recommendation, however, rests with the dean."

4. Action by the departmental and general faculty, or by committees of the faculty prevails in about one-half of the schools. I think this wise procedure should be extended to include all medi-

cal schools, and the following quotations from three deans indicate that this gradually is taking place:

(a) "Answers to the questionnaire are in accordance with rules now in force. New rules are being prepared by a committee in which the principal change affecting the above questionnaire will be the appointment of an Advisory Committee to the Dean, made up from members of the Faculty Council. This committee would function in connection with the appointment of heads of departments."

(b) "Since coming here . . . as Dean, I have been trying to obtain somewhat more clear cut definitions of the methods of procedure and some modifications. We have, for example, introduced the question of the selection of department heads by recommendation of a specially selected committee to the Executive Faculty and from the Executive Faculty to the Trustees. This system seems to me one of great importance particularly when the personnel of the medical faculty also represents the personnel of the several hospitals."

"We are also concerned with certain other modifications for while all appointments are on a yearly basis, it is understood rather than specified that appointments of department heads are continuous and not subject to annual renewal. This matter is being discussed at the present time in view of the relationships of the medical school to several hospitals."

(c) "The departmental chairman is nominated by a vote of the legal faculty in the several departments and this nomination is placed before the Dean for his approval or disapproval. Although the yearly vote is required by University regulation, there rarely occurs a change in the departmental chairmanship of the stable departments."

III. Staff Appointments and Promotions

	<i>No. of Schools</i>
A. After recommendation of faculty or committee of the faculty	38
B. After recommendations of chairmen or heads alone	48

Comments

1. On studying all the reports from the deans, it became apparent that essentially the same procedures were followed in promotions, at least from the rank of assistant professor up, as in new appointments. Hence this single tabulation.

2. On the face of the returns, in over half of our medical schools, appointments and promotions are made on recommendation to the dean by the chairmen of departments, without reference to department or general faculties, or to committees of the faculty. I feel sure that this does not disclose the whole truth. Many, if not most, chairmen do consult their departmental colleagues, formally or informally, even though tradition or statutes may not require that they do so. It is a question of the perspicacity of the respective chairmen.

3. It should need no argument that the voice of at least all the professors and associate professors in a department should be heard formally in all appointments and promotions in a department. In the case of all appointments and promotions, above the rank of instructor, it seems to me a part of wisdom that the general faculty or, if this faculty is very large, a representative committee of this faculty, should also have a say. In the schools where this procedure is followed in principle, there still may be considerable variation in detailed application, as shown by the following quotations from four deans:

(a) "We have the policy in the . . . School of Medicine of bringing all matters pertaining to professional personnel before the Executive Faculty, consisting of sixteen persons, full-time and part-time men, for consideration and approval. The heads of the respective clinical departments recommend members of their staffs to the Dean and if he has no good reason for not doing so, he recommends those whom they name for the respective positions. If the Dean of the School has reasons for not presenting the recommendations of the head of any department, he confers with him and determines what should be done before bringing the matter before the Executive Faculty. If the Dean brings the matter before the Executive Faculty it is usually with his approval.

In fact, I know of no instance in which I have not made the recommendation in the affirmative way."

(b) "I trust that these quotations and comments will answer your questions clearly. They do not contain all the details of conferences, deliberations of special committees, and consultations with representatives of many interests which may have a stake in any single appointment. I think that the system in operation . . . is fundamentally democratic and fair, and as you see, it places the responsible members of the faculty . . . in a position of decisive influence upon recommendations."

(c) "Our faculty is small and closely integrated. Most actions are taken by the faculty acting as a committee of the whole, or by the faculty Executive Committee. Faculty meets six times a year. The Committee meets whenever needed in interval or to bring in recommendations to the general faculty meeting. Occasional department meetings are held. Staff conferences are held every two weeks and gather a large percentage of the membership; everyone in close touch and cooperative. Esprit is good."

(d) "1. All recommendations covering appointments, promotions, resignations, non-reappointments, and leaves of absence in the Medical Faculty must be approved by the Advisory Committee of the Medical Faculty before being sent to the Council of the University for action.

"2. The head of any department in the medical college wishing to make such recommendations must file a letter to that effect in the office of the Secretary of the College of Medicine one week prior to the meeting of the Advisory Committee, together with biographic data covering each person and, in the case of resignations, a letter from the person resigning addressed to the department head. These recommendations are then placed upon the agenda for the next meeting and, in the case of all recommendations for appointments or promotions to positions higher than that of instructor, biographies are prepared according to the form attached. The agenda and copies of the biographies are then mailed to each member of the Advisory Committee five days before the date of the meeting.

"3. In practice, most of the department heads discuss their recommendations with the Dean before filing them with the

Secretary so as to obtain the Dean's reactions before the formal meeting. Those not reaching the Secretary by way of the Dean's office are usually referred to the Dean before the agenda is made up so that any recommendations which can not be approved can be discussed with the head of the department informally.

"4. One of the reasons for circularizing to the members of the committee the biographic data of individuals recommended for titles higher than that of instructor is to encourage more thought—first, on the part of the individual heads of departments before they make such recommendations; and second, on the part of the Advisory Committee before they approve them. It may be remarked that during the time this practice has been adopted comparatively few recommendations have come from department heads which could not be approved by the Advisory Committee."

IV. Tenure

	<i>No. of Schools</i>
A. Indefinite tenure—all ranks	15
B. Annual or bi-annual appointment—all ranks	35
C. Indefinite tenure—full professors only	11
D. Indefinite tenure—professors and associate professors only	17
E. Indefinite tenure—down to and including assistant professors	12
F. Term appointments (2-5 years) below professorial rank	9

Comments

1. Indefinite tenure means continuous tenure, or the opposite of annual or term appointment. A faculty member on indefinite tenure can, or at least should, not be removed except for cause, and after a real hearing.

2. It appears on the returns that in 15 medical schools indefinite tenure obtains at all ranks. I do not believe this is true. There must have been carelessness in checking, or a desire to make a good showing. There should not, in my opinion, be initial

indefinite tenure at the instructor rank. We should have a probationary period of from three to six years, during which time the instructor demonstrates his teaching and research capacities.

3. The large number of schools (35) listed as having annual or bi-annual appointments of all ranks is also misleading. This group includes the medical schools in state universities, where state laws stipulate this kind of tenure. The actual practice is usually different. We usually find that even on these faculties the full professor, and in some cases the associate and assistant professor has, by practice, indefinite tenure, as indicated by the following quotation from a dean of a medical school in one of our state universities:

(a) "Annual appointment is a legal fiction consequent upon the annual appropriation of state funds, *i. e.*, the continuation of the University's operation is by annual renewal of support. In practice all full-time appointees have continuous tenure and may be removed 'for cause' only. In a few specific instances temporary to term appointments are made. All part-time appointees above the rank of 'assistant'—lowest grade—have continuous tenure as above."

But annual appointments of all ranks, irrespective of length of service, also obtain in a few private schools, where more reasonable tenure conditions are prevented, not by state laws, but by the inertia of tradition and by educational myopia. The dean of one of these schools comments thus:

"The 'presumption of reappointment' is a subject of discussion in our school. It does not seem to be satisfactory to 'full-time' teachers."

The president of one private medical school comments, as follows: "I will state that all our appointments are from year to year. Just why this is, may be difficult to answer, because as a matter of fact once a teacher is chosen to our faculty, it is exceedingly rare that he is not retained as long as he can work. Looked at from a moral standpoint our appointments are nearly perpetual in their nature."

In the way of contrast, I wish to quote the dean of an outstanding private medical school:

"Now as to tenure of service, all professors, full-time and part-

time, associate and assistant professors, retain their appointments as long as they render satisfactory service. These individuals are not reappointed annually for obvious reasons. The instructors, research assistants, associates, and assistants in the faculty are reappointed annually. However, no person is dropped without personal interview. In other words, if a person is not reappointed, he is advised with concerning the matter. Those who are thus selected annually are notified by the Dean each year. If a person is not reappointed, the head of the department informs him prior to the time that the faculty is informed that he is not to be reappointed."

I also wish to call your attention to the spirit and practice of this dean of a state medical school, hampered by law, in the matter of adequate tenure:

"In spirit the University, at least so far as the School of Medicine is concerned, endeavors to govern itself in accordance with the philosophy of tenure laid down by the American Association of University Professors. I have tried during my years of tenure here to be *very* careful in the selection of faculty men of professorial rank. In practically every case a full professor has been appointed on continuous tenure, which means practically a life appointment, subject to good behavior and reasonably satisfactory service. Appointments of associate professors have been on the same basis unless a limited term was specified on first appointment. Assistant professors have usually been appointed for a limited term at first, subject to renewal or continuous appointment the second term. By the close of a second appointment, at the longest, a man has been usually promoted to associate professor, usually with indefinite term."

4. You will note from the tabulation that in 11 schools (and that includes some of our best) indefinite tenure is accorded only to the full professors; 17 schools extend it to the associate professors; and in 12 schools the assistant professors are also given indefinite tenure. Before I proceed to discuss this situation, in the light of educational and research ideals, I wish to quote and recommend for serious study by medical faculties and deans, the following document on academic freedom and tenure, drawn up by a committee of college presidents and college professors, after

Careful study and conferences extending over a period of several years (see 1938 Statement of Principles of Academic Freedom and Tenure, February, 1939, *Bulletin*, pp. 26-28).

If we agree (1) that the medical school is an integral part of the university, (2) that medical education is a part of the higher learning, in which freedom in teaching and research is a *sine qua non*, and also (3) that, under the present conditions of our social order, tenure is necessary for this freedom, it follows that indefinite tenure on our medical faculties can not be a matter of rank. *It must obtain at all ranks, after an adequate period of apprenticeship.* I think that the main reason why our medical schools, at least in the last thirty years, have been able to do as well as they have in their teaching and research endeavors despite our administrative set-up, is this: *Our best men (administrators and professors) are better than our system of administration.*

5. Apart from the importance of freedom and tenure for the highest performance in teaching and research, annual, bi-annual, or term appointments, after the period of apprenticeship has passed, have the following disadvantages:

(a) Less careful scrutiny of performance of staff members by officers in such responsible positions as chairmen of departments and deans. One is inclined to say, "Oh well, it is only for a year. Let it ride." And ride it does, unless the performance stinks. One dean writes:

"We have a too generous policy with respect to continuance of ineffective members of staff in all ranks."

I know the high caliber of this dean, and the disease he refers to is not limited to his faculty. It is a disease that must be tackled by the faculties and administrators in most of our schools. We will not find the cure in short-term appointment. It must be sought in a better machinery for appraisal of performance.

(b) The failure to reappoint is a too ready and tempting door of exit in case of personal jealousy and prejudice, which we do not like to drag into the open, as would be done if discontinuance of service had to be preceded by a real hearing on the quality of performance of the colleague concerned.

V. Machinery for Dismissal

	<i>No. of Schools</i>
A. By faculty vote	3
B. After recommendation of committee of the faculty	22
C. On recommendation of chairman of depart- ment	18
D. After a hearing before a committee	6
E. No provisions for a hearing	48

Comments

1. Over half of the medical schools report that no provision for a genuine hearing, in the case of dismissal of a staff member, exists either in the statutes, by-laws, or in the traditional administrative procedures of their school. The firing is like that prevailing in industry. I do not think that the majority of our executive officers (chairmen, deans, presidents, trustees) are that arbitrary and myopic. I think at least some of the deans made an error in checking on this item. But, there are the figures!

2. Twenty-five schools report action of the faculty or a committee of the faculty prior to dismissal. This usually implies some form of a hearing for the party under accusation. In the case of the 18 who dismiss on recommendation of the chairman alone (to dean and president), the accused party may or may not have a chance to be heard. I think it is fair to assume that the latter is the rule. Such hearings as are afforded an accused staff member, are largely a matter of generosity and good sense, rather than required by the legal set-up of the school, be it public or private. Trustees or governing boards are the legal entities of the school. And these legal entities usually have the power, under state laws or articles of incorporation, to dismiss a staff member at any time, without hearing, and without giving any reasons for the dismissals, just as in a business corporation. The dean of one of our larger and stronger private medical schools writes:

"All appointments in the University are made at the pleasure of the Trustees, and if an occasion arose where they decided that

a man's service should be terminated, they have the right to terminate his appointment. This procedure has only been exercised very rarely."

The following statements from the deans of two strong medical schools point in the right direction:

(a) "The Board may remove any officer of instruction upon grounds of immorality, inefficiency, or for any administrative or other cause which in the opinion of its members affects adversely, or is likely to affect adversely, the general well-being of the University.

"No procedure is laid down, but in the only case within my knowledge there was a thorough investigation by the Principal and Deans concerned with full opportunity for the Professor to present his case."

(b) "The termination by the Board of Trustees of the service of such Professors and of Deans or Directors similarly appointed, shall be only for cause and after a hearing, if requested, before the Committee on Educational Policies sitting jointly with a committee appointed by the Faculty concerned, unless these two Committees shall unanimously agree that it is in the best interest of the University not to hold such a hearing."

On the other hand, the following statement by the dean of a state medical college is too optimistic:

"Before dismissal or demotion, particularly when there is an alleged breach of academic freedom or individual liberty, any member of the faculty is entitled to have the charges against him stated in writing, to have a fair trial before a special committee of the Council and to have the recommendations of such committees presented to the Board of Regents, upon whom rests final authority for the promotion, appointment, or removal of the teaching staff."

I know this dean, and I know he is telling the truth. But the provisions quoted are not binding on the Board, and I also know that the Board has violated them.

3. The administration of a medical school, worthy of that honored name, must, like Caesar's wife, be above suspicion. Star chamber methods are out, certainly in a republic of scholars. Even a professor is entitled to be judged by his peers. A genuine

hearing would seem to call for a set-up like that outlined in the committee report cited above, under the heading: "Acceptable Academic Procedures."

4. In the evolution of more efficient administrative procedures in our medical schools these primary elements in the problem must ever be kept before us:

(a) Real teaching and high-grade research are the most difficult tasks of man. The men who can deliver either or both of these services are not common. These high and rare powers of man can neither be driven nor commanded. Their performance flows from within, from the light and power of the individual. The essential administrative problem is the creation and maintenance of a milieu most suited to the labors of such men. We are slowly learning what should have been clear without experiment, that full-time service on our medical faculties, despite its significance for research, is no cure-all as regards poor teaching. Full-time service creates no new powers in any man. The poor stick remains a poor stick, no matter what title we bestow on him.

(b) We may as well admit that not enough "topnotchers," that is, clearly superior men, have as yet been attracted to our profession to staff our medical faculties. The poor or mediocre are readily discerned and eliminated, but what about the large body of men who are good, not superior? Do we need them on our faculties? I am sure we do. We can not carry on without them. Some of these good men can teach by precepts, others only by example. Our students need both, and there should be room for both on our faculties. It is this group of "good men" on our faculties who constitute the main administrative staff problems for chairmen and deans. We all harbor the laudable ambition to make our department and school the strongest in the country. Hence, the perennial query: Is this particular good man good enough for me? And we somehow manage to convince ourselves that shifting a good man not good enough for us to another medical school is a service to medical education.

(c) And what are we to do in justice to our students, with those staff members who because of sickness, premature senility, laziness, or other misfortunes clearly fail to perform according to the promise of their earlier years? We have no very objective criteria

for performance. And yet, in justice to the students and to society, I think we should act in those cases more frequently and objectively than we do now. If we ever succeeded in establishing some relation between service and salary in our medical schools, the answer might be along that line, provided the injury to our students is not too serious. Throwing these men out on their ear does not seem a satisfactory answer, especially if we have used whatever gifts they have until they are past forty. If there is, or is going to be, some such thing as an equity in one's past in relation to performance and time, it would seem that an individual who has served society to the best of his ability even for five or ten years, has earned part of the financial compensation, frequently due him after a service of 30 to 40 years. Of course, the order of the day is to let Uncle Sam handle these difficulties. But that is a confession of individual and institutional impotence, out of line with our alleged intelligence.

This paper was handed to an able colleague for criticism, before presenting it. He returned it with the comment: "This is a case of Daniel in the lion's den." I said, "No. This is the case of Carlson in the den of deans."

ACADEMIC FREEDOM AND "THE TROJAN HORSE" IN AMERICAN EDUCATION¹

By SIDNEY HOOK

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Those of us who have faith in the democratic process are always confronted with the problem of how to deal with its enemies. The problem becomes acute when an anti-democratic minority invokes the protection of the Bill of Rights with the declared purpose, once it has power, of denying to others those very rights it now demands for itself.

The answer of the genuine believer in democracy is that like every other adventure of the human spirit, democracy must take its risks. Democracy is neither a law of nature nor of history but a reasonable faith that methods of registering the freely given consent of a people are better than other methods of settling social conflicts. Theoretically, it is quite possible for a people through democratic processes to relinquish its freedom for the blandishments of a dictator. In practice, however, this has rarely occurred. The transition from democracy to totalitarianism is almost always the result, not of persuasion, but of usurpation.

The point is simple but fundamental. Democrats extend to their enemies the freedoms of the Bill of Rights in full confidence that human beings will not knowingly accept slavery to freedom, or surrender that right to free decision which lifts man above the level of the animal. We can not believe or act in any other way and remain democrats.

It follows that the basic assumption of the democratic process is that the citizens of a community are given a choice between, so to speak, honest bills of goods. One has a right to represent or defend any cause, provided he honestly declares what that cause is,

¹ Address delivered before the Ninth Annual New York *Herald Tribune* Forum on Current Problems on October 24, 1939, in New York City.

provided he does not masquerade under false labels, provided he does not have a secret program that he plans to substitute for the public program on which he solicits confidence. The difference between the man who invokes the Bill of Rights to profess his beliefs—whatever they are—and the man who invokes it to conceal them, is the difference between honest opposition, on the one hand, and conspiracy, on the other. No democracy can survive which does not recognize the essential nature of this distinction.

Recent political history has shown that there are several totalitarian groups in the United States which have been masquerading under dishonest disguises. Although they give lip-allegiance to democracy, usually qualified with the phrase "in a higher sense," although they are strenuous in their insistence that theirs is the true, the 20th century Americanism, their real function is to sell to the American people the foreign policy of the nation whose agents they are—Germany or Russia.

My main concern today is not with the tactics of duplicity on the political scene but with the emergence of similar tendencies in the field of American education and culture. These tendencies not only represent a grave threat to the intellectual integrity of American cultural life but may inspire a reaction which will sweep away the hard-won and precariously held right of academic freedom and independence of the teaching profession.

The fight for academic freedom has in the main been a fight against narrow-minded legislatures and business-minded boards of trustees which have attempted to restrict or control the content of instruction by the teaching staffs of colleges and universities. Although conditions are still far from ideal today, public opinion generally supports the contention of the American Association of University Professors that any professor who is certified as competent in his field has the right to teach the truth as he sees it, and is entitled, after a probationary period, to permanent tenure. For without academic tenure, there is no academic freedom. But just as the Bill of Rights has as its basic assumption that those who live by it honestly profess their allegiance, no matter how unpopular it is, so the right to academic freedom has as its controlling assumption that teachers will abide by the ethics and logic of scientific inquiry. This means, at the very least, that they will not

take orders or political commissions from conspiratorial groups who seek to impose a party line on the cultural and intellectual life of America. Just as a citizen in a democracy has a right to be protected in his differences, so a member of the republic of arts and sciences has a right to his views, be they correct or incorrect, popular or unpopular. The sole and all-important proviso is that he declare them openly, submit them to the court of critical inquiry, and not cook his conclusions in advance according to some political recipe handed to him by organizations interested not in education but in espionage, political propaganda for foreign powers, and in character assassination of leading American educators who refuse to be bribed, intimidated, or browbeaten into silence.

In this country there are two groups which in different ways work to undermine the integrity of the teaching profession. The first group consists of Hitler partisans whose approach is as crude and obvious as that of the Nazi government. Dr. John Harvey Sherman, President of Tampa University, testified a few months ago that in 1938 he was visited by the German Consul General at New Orleans who bore the imposing name of Baron Edgar Freiherr Spiegel von und zu Peckelsheim, and by the German Consular Agent at Tampa, Ernest Berger. They offered to endow the University with a library of German books, with the implication that the University should dismiss its anti-Nazi Professor of German. Special attention has been paid by the German government to teachers in Southern universities in the hope of coupling anti-negro feeling with anti-Jewish feeling. Until recently, German Exchange students were trained, before being sent here, in the techniques of disseminating propaganda for National Socialism, discrediting anti-Nazi teachers of German, and winning American converts to Nazi ideology.

The outbreak of the war seems to have brought the activities of this group to a halt. It is doubtful whether they would have gone far in any event. A glance at the state to which German (and Russian) universities have been reduced is sufficient to show what the outcome of a party line in education is. A totalitarian may make an efficient government agent: he can not be an honest teacher or scholar. By appealing to, and indoctrinating for, a party dogma from which there is no appeal, he betrays the critical

method. Without critical method people may be trained; they can not be educated.

Much more numerous, and even more devious in their methods of penetration, are the partisans of the Stalin régime on the American educational and cultural front. They are divided into two groups. The first holds secret membership in the Communist Party under assumed names. The second are fellow-travellers who do not want to run the risk of even undercover affiliation but willingly lend themselves to the uses of the Communist Party when a job must be done. They are very adept in the techniques of protective coloration. But there is one sure sign by which they can be recognized. Vociferous in their protests against abuses of cultural and academic freedom in this country, and in every other country which happens at the moment to be at odds with Russia, they noisily acclaim the intellectual and academic terrorism that exists in the Soviet Union as the high water mark of progress. Their strongest fire is directed, at the behest of the Communist Party, against American liberals and educators who are opposed to *all* forms of totalitarianism. Instead of openly avowing their allegiance, as they have a right to under the Bill of Rights, they raise a hue and cry against any criticism of them as itself an attack on the Bill of Rights. This amazing exhibition of brass and gall is in turn defended by people who fail to distinguish between the right to hold a view and the wrong of dissembling that view. The result is that ripples of confusion grow ever wider. In the end, reactionaries who would like to achieve an educational monopoly of views of their own brand are the sole gainers.

The techniques of the Stalinist totalitarians vary. They extend from pseudonymous and abusive attacks on liberals in party journals, to anonymous slanders in the literature of party-cells in universities, and to public attempts, with the aid of fellow-travellers, at intellectual lynching of those who refuse to except Russia from their condemnation of totalitarianism. I take as one of many possible illustrations an incident that occurred this summer. Last May the Committee for Cultural Freedom, organized by John Dewey, Ferdinand Lundberg, Norman Thomas, and other well-known progressives, issued a Manifesto which made a ringing appeal for the inviolability of intellectual and cultural freedom

throughout the world, and particularly in this country. It referred to the victory of the totalitarian mind in Germany, Russia, Italy, Spain, and Japan. The formation of the Committee was hailed with enthusiasm by lovers of freedom throughout the United States.

Appalled by the remarkable reception which the Manifesto of the Committee received, the partisans of Stalin decided upon a counter-stroke. In August, an Open Letter was issued, allegedly signed by 400 people, addressed to "All Active Supporters of Democracy and Peace." The Letter attacked by name the Committee for Cultural Freedom. It declared that Russia was a "consistent bulwark against war and aggression"—this on the eve of the Stalinazi Pact which precipitated the second World War and the invasion of Poland. It denied the absence of cultural and intellectual freedom in Russia. It branded as a falsehood reference to Russia as a totalitarian state. It accused the Committee for Cultural Freedom of attempting to disrupt diplomatic relations between Russia and the United States. And to crown it all, it referred to the organizers and members of the Committee for Cultural Freedom as "Fascists and allies of Fascists."

The facts behind this Open Letter are these. It was written by the Chairman of the Friends of the Soviet Union, an organization whose rôle is analogous to the German-American Bund. It was circulated with the help of the Communist Party and its peripheral groups. It was mailed from the offices of the American Council on Soviet Relations. The initiating committee, over whose signatures it was sent out, consisted of ten people who, with one possible exception, are all close fellow-travellers, if not members, of the Communist Party. Most of those who signed it (less than 175 names were actually disclosed) had previously revealed themselves as Stalinist fellow-travellers. A considerable portion are known as members of the Communist Party.

Those who signed this Letter are entitled to believe anything they please about Russia. The Committee for Cultural Freedom is prepared to defend their right to do so. But to characterize, at the behest of the Communist Party, those who disagree with them—great Americans like John Dewey and Norman Thomas—as "Fascists and allies of Fascists," is to desert the plane of honest

discussion and to become the instruments of totalitarian reaction. I wish I had time to list the names of the individuals, particularly the forty odd in 21 universities, from coast to coast, who lent themselves to this dishonorable tactic. It is an incomplete but open chart of the influence of the Communist Party in American education and culture. . . .

By disguising themselves as liberals and progressives, Communist Party fellow-travellers lead the public to suspect the sincerity of *genuine* liberals and progressives. If it were only a matter of their personal dishonor, we could leave them to their own shame. But by deliberately blurring the lines and principled divisions between themselves and others, by carrying out the secret directives of the Communist Party and publicly disavowing any connection with it, they are playing into the hands of native reaction which would like to wipe out all liberal dissent in times of crisis. That crisis may be here tomorrow. Only a heroic struggle will preserve the Bill of Rights in war-time. The struggle will be weakened and compromised if the Stalinazi blight of hypocrisy remains unchecked.

How should this menace to the free life of mind be met? I can not underscore too strongly my conviction *that it must be met not by governmental repression but by public exposure and criticism in the educational and cultural professions themselves.*

On grounds of principle as well as expediency, we must not permit our justifiable indignation with totalitarian duplicity to take a repressive form. If we are opposed to totalitarianism, we can not adopt totalitarian methods of combating it. A vigorous educational campaign will do the work more effectively. Furthermore, if these groups are driven underground by repression, they will *then* have the justification they *now* lack for concealing their ideas under false fronts.

The Trojan horse has already been drawn into our temples of learning. We need not fear it so long as we know what its purpose is, where it comes from, and who is hidden within it. By training the searchlights of pitiless publicity and analysis upon it, we can compel every dark figure lurking in its shadows to emerge into the light, and fight for his ideas in the open. More than this, those who believe in democracy do not require. More than this, we do not need for victory.

COLLEGES BIG AND LITTLE

By BURGES JOHNSON

Union College

Nature devised the first educational system and set it going. It was very simple: a boy and a man walked and talked and worked together. The man had acquired some knowledge and experience and had discovered convenient ways of doing things. The boy provided curiosity, eagerness, and adaptability. The first school of this sort was father and son; then came master and apprentice; and the scheme continued to work well even after civilization became more complicated.

But there is a long road between Socrates and Chautauqua. Something more than years separates the young Alexander walking and talking with Aristotle and three thousand freshmen entering the University of Calisota classrooms all at once in the fall of 1939. Those old Greeks never discovered the devices by which we educate our youth in job lots. We can distribute a thousand mimeographed lessons; we can check the errors on three thousand examination papers by machine in a few minutes. But the further we get away from the notion that a boy learns best by walking and talking and working with a sympathetic man, the more we wonder whether there is not some way of regaining that simple old-fashioned process.

Today ten thousand students are trying to walk and talk (or trying to avoid walking and talking) with a thousand instructors all at once within an acre of campus—which means a few square feet of room for each, if they are herded effectively. At the same time they are learning how to live abnormally in congested houses and carry on a hectic social life which the thousand teachers are expected to control by wise counsel or police regulations, while continuing to teach.

There are about seven hundred colleges and universities in these United States, not to mention normal and professional schools.

Nearly a score of them enrol ten thousand or more students each, while two of them boast enrolment of 24,000 and 30,000, respectively. So "education" must be carried on in bulk by means of card index systems and tests en masse, and classifying devices of all sorts. It is not necessary now to *know* a boy personally; his index card should be enough. If he wishes to plead an exception to this or that general rule, he may be regarded as a trouble-maker by a dean whose common sense has been partly smothered under educational rigmarole.

In some dangerous outburst of frankness one can imagine a college president saying: "It is a great thing for our university to be large. That is why we send out high-pressure salesmen, and offers of cut-rates, and reams of publicity matter for the newspapers, and moving pictures of college life. We are now the second largest institution in the state, and if we increase our publicity we might even become first. But it might also be a good thing if we could again get to know our students' individual needs, and have each boy come in contact with a man who has something to give him. At least I *think* that this is true. I used to be very sure of it, but my assurance grows fainter and fainter as I think of the prestige that attends size, and preeminence in athletic sports, and the number of learned publications by our faculty. Perhaps we might regain some of this individual quality in education without sacrificing the other things. We might invent a way of breaking this unwieldy mass into smaller units. I am told they are doing this here and there, and it brings about acquaintanceship between student and teacher, or at least between student and somebody."

The big institutions pay a remarkable tribute to smallness, when they all so eagerly attempt to invent new ways of unscrambling themselves, while clinging to the questionable glory of a vast total enrolment!

Elephantiasis is a disease of higher education that eventually attacks the mind of the educator as well as of the educated. It causes him to become confused as to the objectives of the education he is offering for sale. He even becomes uncertain as to just what is an educational problem, and what is not. He knows that there are many educational questions today that clamor for solu-

tion, to be solved only by the undistracted attention of educators. But these are smothered by other problems having to do with investment of funds, and residential over-crowding, the conflicts of campus and classroom, fraternities, athletics, social schedules, automobiles, movies—which are not educational problems at all! They are problems of banking and hotel management and policing and community administration; and an expert who is not an educator needs to be hired to settle them.

The great university today selects its over-lord generally from among those who have displayed interest in learning and teaching; often because of some practice in each. It then proceeds to utilize him as a hotel manager, a real estate operator, an organizer, a financier, a trouble-shooter, and a traveling salesman. In the unwieldy structure which he governs, the standards and objectives of graduate and undergraduate courses become confused, young students become little more than names on a class list, and mass-teaching becomes drudgery. In such an environment it is hard to isolate a purely educational problem; one may view it only through the haze arising from capitalized coeducation and over-emphasized athletics.

II

But while a few great universities have been trying to find ways of retaining the glory of bigness while regaining the strength of smallness, a few little colleges have been plodding steadily along attempting to keep a close relationship between the man and the boy, and to remain wholly loyal to the cause of learning.

The small college, adequately endowed and adequately equipped with books and chemicals and scientific apparatus and laboratories and lecture rooms and pianos and pictures, should because of its simple compactness be able to contribute far more than its share toward solving today's educational problems. But first of all its teaching must be under the direction of experts unworried about their bread-and-butter; and its attention must not be diverted by those non-educational problems which obscure the vision. And it must be undeviatingly loyal to the cause of learning.

How many small colleges in the land meet these specifications? The *World Almanac* says there are about 350 with less than 500

students each, and 150 more with less than 1000. But we must eliminate those whose first concern is loyalty to a sect.

American higher education owes all of its early progress to the church. Harvard, Yale, William and Mary, and all the fine procession after them with few exceptions, harnessed campus and classroom together for the one purpose of training hearts and minds and bodies for the ministry. But after that ceased to be the sole objective of higher education and other purposes took precedence, the result was confusion. Curricula were expanded to include courses other than those needed for ministerial training. Yet for a long time those new courses were shaped and defined by the old objective. Moral philosophy determined the program in psychology; history as well as science was hobbled; and courses of study were put into subordinate places not because of their values in the organized knowledge of present-day civilization, but because of their traditional relationship or lack of relationship to theology.

Not many years ago one of the great educational foundations made a study of the effect of denominational control upon higher education. Presidents of denominational colleges answered with the frankness of anonymity, and almost without exception testified that relationship to a sect played "little if any part in the religious or intellectual life of the student body." Almost without exception they granted that denominational control was not a help in the organization of the college and often gave it a sort of organic weakness. There was divided opinion as to the financial advantage, many administrators testifying that the parent denomination had ceased to give enough support to make the relationship worth while. The only ground upon which a majority of college presidents justified church control was in the field of student recruiting. Colleges that otherwise might die out for lack of students found themselves aided by a body of clergymen who had constituted themselves recruiting agents. The report reads, "In the west and most of all in the south, it has been assumed that unless a college has a large endowment it must be under the wing of some denomination in order to get students."

This report was written a score of years ago, but evidently conditions have not greatly changed. A recent inquiry among a

group of church-related small colleges in the middle west brought out the admission that all were engaging vigorously in this struggle for students. Some admitted a cost of recruiting as high as \$100 per student. Most of those that confessed the practice condemned it. Methods included "student aid" and "scholarship aid," and the highest percentile of aid given was 88% of the entire student body, and the low was 20%. Scholarship aid was extended in some cases to 74% of the student body, the median being 25%. "From this you will see," writes one of the presidents in that group, "that a college which would have normally \$100,000 of income from students and gave away \$88,000 in student aid would have but \$12,000 left with which to operate." The result is low salaries for teachers and limited funds for the library, the laboratories, and general upkeep. The members of this group of colleges finally pledged themselves that no one college would give away more than 50% of its tuition and fees for scholarship purposes, or grants-in-aid! But the president of one of them complains that neighboring small colleges outside the group "smile at our compact and bid two-thirds or whole tuition for our prospective students."

Until the church bestows its blessing upon the college of its creation and bids it go where learning leads, or merge with a neighbor if commonsense so directs, unconstrained by loyalty to its founder, that college can not select its teaching experts in unprejudiced fashion, or devote single-hearted attention to educational problems.

III

Somewhere there must be the perfect type of independent small college which will serve as yeast in the dough of our higher education. But when I have eliminated from the 500 small colleges of the country those which are so controlled by a sect that they are not free to work out educational problems disinterestedly, not many are left for yeastly purposes. Then, if I subtract those which are under the control of a state legislature or city board of education, I reduce the numbers a little further, though not many of these are small enough to be considered small colleges. In general these must admit all they are ordered to admit; and they must be

constantly aware of political changes in their creators and of the current whims of a body of voters standing behind the board which created them.

Already I have reduced the number of my small colleges which vaunt their independence of mind and spirit to a paltry two-score. But even that number must be cut; for there are among this remainder those which are not free because of their own willing bondage. There are those small colleges which look more toward their competitors than toward their educational objective. They may sacrifice time and money sorely needed for the main purpose; they may proselyte athletes, hiring them by a dozen devious methods of payment; they may compete with their neighbors for students, quite as viciously as those "Christian colleges" of the middle west; developing a ballyhoo that would be laughable if it were not pathetic, when one views it with detachment and considers that it is the voice of higher education clamoring to be heard and pleading to be loved.

There are even fewer small colleges wholly free to serve the cause of learning, because the educational policies of some are directed by business men who are themselves unacquainted with educational problems. The college controlled by a religious denomination is quite as free as one controlled educationally by trustees selected only because of their success in business.

Business men live in a world where a man's worth is measured by the amount of his salary. College teachers give their time and their enthusiasm for a small number of dollars and a larger payment in other currency. But it is difficult for a business man not to base his appraisal of the professor on the dollar payment alone. If complete control of a college is vested in such a board, it will hesitate to surrender any real authority to those teachers who are carrying on the main business of the institution. "There are good chemists and historians and philosophers on our faculty," says the business man with a tolerant pride, "but you know how professors are! The majority earn less than \$4000 each. It would hardly be safe to intrust them with large decisions." Quite naturally when men are shorn of responsibility for any length of time, they lose some skill in exercising it. As a deliberative assembly they are likely to become awkward in action; until the shouldering of

real responsibility again restores to them that degree of effectiveness which must soon be acquired by any group of intelligent people having one purpose in mind.

When a group of teachers first came together, thus forming the nucleus of the first university, they found it convenient to select one of their own number as chairman. They did not bother about where and how the students lived; that came later when the church took charge and trained and guarded young men for the ministry. But that simple organization of teachers, retaining all power over their own teaching, and choosing their own officers, has lasted until this day in rare parts of the world.

But American universities with their fantastic non-educational problems of student residence have wandered far from this simple beginning. The president finds that the chairmanship of the faculty is the least of his tasks. He has a vast property under his care, buildings and grounds, and employees, and relationship to the surrounding community, and organization and utilization of alumni, and the directing of public opinion into favorable channels. The growth of the plant and the establishment of trust funds for its support have put another controlling authority over him—the board of trustees. These are generally men wise in the world of finance; yet it is seldom that they lift from the shoulders of the chairman of the faculty all responsibility for the raising of funds.

It is a strange anomaly that this board of business men may come to exercise authority over teaching affairs with power to add or subtract courses of study, to appoint or dismiss teachers, to determine educational policies and objectives, yet fail to add educational experts to their board or to secure first-hand acquaintance with the educational problems they must solve. In fact it is their custom, in many colleges, to gain all such information through the reports of the college president; so for greater convenience they may make him an *ex-officio* trustee.

This would seem to put the college president, whose noblest function was at one time to be chairman of the faculty, astride that barrier which separates teacher and trustee. It would be well for the educational interests of the college if he stood wholly on the faculty side of the fence—unless somehow the fence itself could be pulled down. But strangely enough the faculty does what it can

to force him over into the other camp, and make him in fact and in spirit more a trustee than a teacher. In several ways, by action as well as attitude, they shut him out of their intimate councils. Under such circumstances he must eventually, whether he knows it or not, assume the viewpoint of the trustee, who looks upon questions of property and investment and housing and social control and publicity as the matters of first importance.

IV

There are small colleges which forget that smallness is not in itself a virtue; they make a boast of it, without realizing that it is possible to be spiritually as well as physically little. One virtue of a small college lies in the fact that it is not so necessary there to herd groping and perplexed freshmen under the shepherding of callow instructors who are also groping and perplexed; still, it may be done. The second and greater virtue lies in the fact that it is harder to keep a man and a boy apart on such a campus; and it should be easier there to do away with artificial antagonisms between youth and age. But at more than one small college as well as at most universities youth and age meet only under a flag of truce.

It should be one of our nation's proudest boasts that it never had a "youth movement." No national issue up to the present time in our history has arrayed youth on one side and age on the other. In a pioneering era boys are the comrades of men as soon as they can share in the common toil. Fortunately we are still only a little beyond that era; so that when one hears of a "youth movement" this side the water, one may suspect that adults are behind it, and the membership is made up of those who wish to be officers of the organization, and those who gain temporary pleasure from joining anything.

But mass education in the public-school years has inevitably done something toward arraying youth and age in opposing camps. Every college teacher is familiar with the type of lad who regards age with some suspicion, as a potential enemy to be approached with caution. Happily the teacher knows others who welcome companionship and full understanding, and he knows too that only among them can he do first-rate teaching.

Some large universities are struggling bravely by means of personnel workers to bring boy and man together; and to see that each perplexed newcomer has his questions answered, and friendly guidance offered. But in the big university the personnel worker and the teacher must be two different men. A boy can not walk and talk and work with a man; but he may work under the remote control of a teacher, talk with a proctor, and walk by himself. When these conditions are reproduced in a small college, then there is no virtue left in smallness; and that college has sold its birthright, in exchange for goodness-knows-what.

The small colleges of this land are peculiarly American, and with all their faults are among the best of our spiritual possessions. Now and then some self-anointed prophet arises who declares that their day is done, and that American efficiency insists that they shall go into a merger with our swollen institutions of higher learning. Yet they have always in the past supplied their big neighbors with administrators and teachers, and sent out far more than their proportionate share of leaders in the democracy.

There seems to have been real virtue in a form and size that make it possible for a man and a boy to walk and talk and work together. But if colleges on such a pattern are to continue to render such a public service they must protect themselves against many current contagions; otherwise they miss their chance, and find themselves kept alive because they meet a narrow local need or because they become the plaything of sentimental graduates, or because they are country clubs offering a pleasant social distinction to their members.

A few of our small colleges can say truthfully that they have avoided all the ills of over-emphasized athletics. These few are not confined to any one locality. There are one or two notable examples in the middle west. In the east there are a dozen of which this characteristic is so outstandingly true that a league of them was at one time in process of organization with an endowment to provide for the longer railroad trips between the most widely separated colleges. Only the sudden arrival of the great depression prevented. In these colleges intercollegiate games are maintained with a minimum of consideration for gate receipts; there are no athletic scholarships disguised in any fashion; and the

campus attitude of students toward the games is one of sport for sport's sake. It is possible in any one of these colleges to find an intercollegiate sport going on in one part of the campus and tennis courts and other playing fields filled at the same time with student players intent upon their own games. Yet it is safe to say that in all these colleges more students apply than can be admitted, thus demolishing the argument that over-advertised intercollegiate athletics is necessary to maintain enrolment.

A few colleges can say truthfully that they have relegated that other campus frankenstein, the national fraternity, to its proper place in the scheme of things—a residential club for students able to afford it, which does not think of itself as a miniature Tammany Hall in campus politics or running in opposition to the rules of the college, or an incentive to snobbishness, or a barrier to campus democracy. In such colleges the tragedy of the friendless non-fraternity student has ceased to exist; and the young graduate who did not belong to one of these clubs can return to a class reunion certain that he will not find himself during a part of those anticipated three days walking alone, while classmates scatter to their several “houses.”

A few small colleges can say truthfully that they have put control of educational affairs into the hands of teachers, or else that on the controlling board educational as well as business experience is fairly represented. Steps in this direction within a few distinguished small colleges have been so long continued that they are no longer experiments. In several it is the case that alumni-elected trustees, comprising a high per cent of the board's membership, represent definite fields of teaching experience, and in many instances are still actively engaged in teaching; while retired business men upon the board have devoted themselves to study of the sort of problem they must face. On such boards the complaisant idler who accepted appointment without offering real service in return is not tolerated.

V

Progressive experiments in the administration of the small college are not new. Many were made half a century or more ago and have proved their wisdom. Nearly every step in the direc-

tion of faculty control has marked forward progress in the history of the institution. Fifteen or sixteen years ago, in a distinguished eastern college, the faculty and alumni appointed committees to consider the powers and functions of trustees, president, and dean. The committee on trustees recommended a reduction in the size of the board and the substitution of a ten-year term of office for life tenure. The trustees accepted this alumni-faculty report, and in order to avoid the necessity of a change in the charter, agreed to make their limited terms effective by resignations at successive periods; and agreed to reduce the size of the board by failing to fill vacancies until the new limit had been attained. Another committee successfully recommended the selection of the dean by the faculty from its own membership. Recommendations of other committees were similarly effective, nor were any proposals unduly radical or fantastic. More than a dozen years ago, in another distinguished college, the faculty secured recognition of its right to a voice in the choice of a president.

Whatever may be the wisdom or unwisdom of any of these steps, they prove that the small college is especially well able to release itself from ruts, so common in our higher educational world, and so often leading nowhither but in a circle. Several of these colleges can now boast that their body of teachers is on the one hand free from that debilitating timidity which is born of fear for the future, and on the other from complaisancy and dry-rot and protected incompetence. And they can say truthfully that they have broken down most of those curious artificial barriers which keep man and boy spiritually apart upon a campus. With experimentation going vigorously on in the clear atmosphere of such institutions, higher education can permit itself a little optimism!

So long as any such small colleges exist, and even increase in number, it is amusing to hear some university executive suggest that their day is past. The percentage of leaders in our business and professional worlds who are continually provided by such colleges is grotesquely out of proportion. Let the university president struggle with his enormous task of raising the intellectual level of our citizens. He need not become wholly discouraged, for the small college is now busily training the best type of teachers for his future use, and successors to take his place.

SCIENCE AND THE ASSOCIATION¹

By DR SCOTT

University of Missouri

This joint luncheon is, I think, peculiarly appropriate. Superficially considered, our two organizations appear to have widely divergent programs and purposes but that appearance is deceptive. The chief purpose in what I shall have to say will be to point out how, fundamentally, we are travelling the same road to the same destination.

If we look around us in the international situation today we note in one country the anomalous situation of a dictatorship dedicated to the establishment of a régime of science and in another country a dictatorship which recognizes only Nordic science. In our own country last year a manifesto signed by 1284 scientists called upon their colleagues to rally to the support of democracy as a defense against dictatorial interference with intellectual freedom and scientific progress.

I yield to no one on the question of condemning dictatorship as a technique of social change. Also I believe that the preservation of freedom of scientific inquiry is the most important problem that confronts the world today. Nevertheless, the above mentioned manifesto is, in my judgment, a serious error which is based on emotional reactions rather than mature judgment. It would be a grave mistake for science to align itself with any political or social theory or ideology.

In the last generation we have done much tinkering with our social machinery. The rate of tinkering has been stepped up by the crisis of an unprecedented economic depression but the process is not a product of the depression nor is it any party's political program. Whether we shall salvage the term democracy out of this process of tinkering is an open question. Certainly we shall

¹ Address delivered on April 28, 1939, in Springfield, Missouri, at a joint luncheon meeting of the Missouri Academy of Science and of the American Association of University Professors.

not preserve its traditional connotations. If science now calls up in its defense the spirit of an earlier cultural situation, in the form of its most potent shibboleth, democracy, that spirit is very likely to rise again not to defend but to haunt and frustrate science.

Without question the rise of modern science has been closely allied to the cultural norm of individual freedom which, especially in its political aspect, goes under the name of democracy. Freedom of the individual has carried with it freedom of scientific inquiry. However, this bond is a matter of historical fact and not a necessary relation. Indeed it is just as paradoxical as a dictatorship dedicated to science. The development of individualism as a basis of social organization assumed the free and untrammelled expression and development of individuality and personality whereas the scientific way of thinking assumes an elimination of all personal and individual considerations. In our current task of preserving freedom of scientific inquiry, one of the major aspects of the problem is to free it from its historical association with personal or individual freedom.

The association of science with a conception of personal freedom and the necessity of divorcing them are both easily explained. The individual who served as the cornerstone of individualistic social theory was possessed of an immortal soul. More exactly, he was an immortal soul capable of a sovereign choice between good and evil. If he chose the good he was rewarded with everlasting salvation. If he chose the evil rather than the good he suffered eternal punishment. In either case he was an indivisible unit of ultimate reality. Society was conceived as being shaped by the actions of these units of ultimate reality. A majority vote by them constituted an absolute and final authority.

We no longer subscribe to such a conception of the individual. Instead we think of him as a product of his inheritance and environment. We analyze him in terms of the specific characters which have been contributed by his genes and in terms of a host of physical conditions and social influences which have made up his environment. When we wish to study him as a unit we do not start with an assumption as to his ultimate character. Rather we study him experimentally in terms of a functional analysis.

The plain fact is that the basic conception in our traditional so-

cial theory has disintegrated. At the same time our thinking about social phenomena has undergone an equally drastic change. It used to be said that the study of human affairs could never run in scientific terms because we could not perform experiments in social phenomena. But now we clearly recognize that every new social policy is an experiment: every new governmental agency set up is an experiment. Instead of our being unable to experiment in social phenomena, the truth is that we can not avoid a continuous process of experimentation. The current trend toward government by experts in the form of administrative agencies is a concrete recognition of the necessity of bringing the objective, impersonal, and experimental point of view of science into the actual operation of social processes. And this is no less true in social affairs generally than it is in the narrower field of government.

I am sure that you all have heard repeatedly the statement that modern science has afforded man control over his physical environment. Sometimes the statement is added that development of the social sciences will also give him control over his social environment. These statements are, I think, fundamentally untrue.

Modern science has given us a large volume of knowledge about physical phenomena. However, the formulation of this knowledge has not altered relations between the phenomena with which it deals. There has been a spectacular change in our relations to our physical environment but it has been brought about by a control over our actions exercised by our greater knowledge about physical phenomena. In the most fundamental sense we have acquired no control over natural processes.

Similarly the increase of our scientific knowledge of social phenomena can not fail to shape our actions relative to our social environment and social phenomena will be superficially changed thereby just as the immediate appearance of our physical environment has been changed. The landscape of a civilized community, either rural or urban, differs radically from a primeval forest but our assumed uniformity of nature is just as valid in the civilized community as it is in the primeval forest. If we assume a uniformity of nature broad enough to include human nature and human relations, we are committed to the conclusion that it will hold equally well for primitive societies and those of enlightened

peoples who have a scientific understanding of social phenomena. Hence, on the basis of a scientific interpretation of social phenomena, we can expect our actions to be controlled thereby but we can not expect to acquire any fundamental control over our social environment.

If scientists heedlessly align themselves with a traditional form of social organization, their action will seriously detract from the constructive rôle which science is playing in the current process of social reconstruction.

Through an application of his intellectual powers, man has brought himself more and more under the control of a body of knowledge about the universe in which he lives. The fundamental purpose of an institution like the university is to guarantee a continuance of that process. Our organizations are both vitally concerned with it. Throughout its history, the American Association of University Professors has given first place to academic freedom both in its abstract statements of principles and in its concrete treatment of cases.

But academic freedom, in its most fundamental sense, is not a freedom of university professors. Intellectual honesty, freedom of inquiry, freedom of teaching, and freedom of publication are not matters about which the university professor may properly exercise a free choice. They are, rather, vital obligations which must be fulfilled if the university is to perform its social function. Any man who fails or refuses to recognize these obligations thereby undermines the very foundations of the university and is not worthy of an academic position. In promoting the development of scientific knowledge and defending academic freedom our two organizations are moving toward the same goal of scientific truth.

Another major item in the current program of the American Association of University Professors concerns itself with the place and function of the faculty in university government. This problem does not run in terms of rights and privileges of university professors any more than does academic freedom.

The function of the faculty in university government is merely one phase of its general duty and responsibility. That general responsibility is to help man control himself through knowledge about the universe in which he lives. The immediate teaching of

students and the conduct of specialized research do not exhaust the responsibility of faculty members. Areas of specialization must be determined; the work of men in the same field in the same institution must be coordinated; the work of different departments and different divisions also must be coordinated at many points; materials and methods of instruction must not be allowed to become sterile, and all such problems must be tied together in an effective program of educational administration. This management of the educational interests of the university is a task which calls for a utilization of the intellectual resources of the entire university community. It can not be left to the president and a board of control drawn from outside the academic field.

Too often it is assumed that more effective participation by the faculty in university government is a mere matter of taking authority away from the president and board and giving it to the faculty. Such is not the case. The essential function of the faculty in university government should be to make realistic and concrete a program of educational administration which will guarantee that each action taken by those in authority will be taken in the light of an effective presentation of the university's educational interests.

As a specific illustration of this function we may take the faculty's part in the selection of a president. From the faculty should come a clear statement of the type and character of man best suited to meet the current educational needs of the institution. It is not desirable that the institution should always be headed by the same type of man or by men with closely similar background and training. At least we have not yet devised a course of training for presidents which merits our unvarying trust. Also there should come from the faculty or its representatives an appraisal of those considered for president with respect to their qualifications for the position.

After the president is selected there should come from the faculty to the board of control a basis for appraisal of the services of the president by the board. All that this would require would be a continuous, comprehensive, and integrated program of educational administration.

To those who at this point would throw up their hands and de-

clare such a cooperative administration to be impossible, I would like to say that the first step in that direction is for faculty members to get over their common notion that members of boards of control are "hopeless" and "impossible" in the consideration of educational problems. And a second necessary step is for board members to get over the idea that a faculty member is out of his proper sphere in discussing administrative policies.

Generally speaking, we have made little progress in educational administration since the day of the small liberal arts college. As the size and complexity of the institution have increased, educational administration has been taken for granted. With only incidental and fragmentary exceptions, it has been a by-product of financial administration or a mechanical accumulation of clerical details. Faculties have not coordinated the efforts of their members and administrators have not been able to do the job partly because it is too complex and too many-sided for them to do it effectively and partly because an attempt to do it would be taken as an interference with academic freedom. The result has been in some cases an educational dictatorship; in some cases educational anarchy, and more often a combination of the two.

The only way we can expect to work out the problem of university government is by attacking it in a tolerant, open-minded, experimental, scientific manner. It is merely one aspect of the general problem of social administration which at this time calls for a consistent application of the scientific point of view.

When we have thought of academic freedom in terms of a personal freedom of professors, the problem of academic tenure has been inseparable from that of academic freedom. But when we reinterpret academic freedom in terms of a duty and obligation, academic tenure becomes a problem in educational administration.

At present we are moving rapidly toward definitely formulated and commonly accepted rules of tenure with a definite probationary period. The first effect of such a system will be to place more emphasis upon the selection of faculty members. If at the same time we can achieve a continuous, effective educational administration, it will afford a background against which to appraise the services of faculty members after they have been

appointed. With the problems of selection and promotion effectively taken care of, the problem of dismissals will be automatically reduced to a minimum. However, it must not be neglected and definite machinery must be provided for it in any system of tenure. But the whole problem of tenure, including as it does selection, promotion, and dismissal, will be solved as a by-product of effective educational administration. And it can be solved satisfactorily in no other way.

The foregoing discussion may be summed up by saying that organizations like the Missouri Academy of Science are dedicated to the promotion and extension of scientific knowledge, that is, to helping men learn to control their actions, through an understanding of the world in which they live. And that, while its methods of teaching are sometimes drastic, the American Association of University Professors is engaged in a precisely similar educational process within the narrower field of higher education.

A COLLEGE FACULTY SENATE

By J. W. NECKERS

Southern Illinois State Normal University

A greatly increased attention to representative faculty organizations has been evident in college and university circles in the past several years. Indicative of the renewed interest was the reservation of a half day for the discussion of this problem at the 1938 Annual Meeting of the Association in Chicago. Undoubtedly the activity of Committee T has inspired much of this revitalization of interest. Also, within recent months the *Bulletin* has presented two reports of the organization of a faculty senate for universities. Such a representative body holds as much significance for smaller faculties and this particular report concerns a possible method of faculty representation in the administration of a college.

Two years ago the local chapter of the Association recognized the advantages of such action by the organization of a committee for Faculty Participation in Administrative Affairs. After considerable discussion this committee presented its report in the spring of 1937. It recommended the formation of a faculty senate and presented a plan of organization and operation. The chapter accepted the report and the committee then carried the proposition to the President of the College. He approved the plan after several conferences for explanation and discussion. The committee then presented the project for discussion at the next general faculty meeting. A month later the faculty recorded its approval of the plan as submitted by the committee.

The Senate has been functioning since the summer of 1937.

The original committee in its early deliberations decided that the common type of faculty senate, made up of those of professorial rank, is equally objectionable to faculty and administration by the nature of its composition. Such a body does not represent the larger group of the faculty in the lower ranks and it has very little turn-over with long terms of service. Being composed of the older

faculty members, its judgments may be more mature but probably also more conservative. Chiefly for these reasons the plan as submitted in this instance recommended that the membership of the Senate be elective and diversified.

This College, similar to most other colleges, is organized into the usual academic departments with appointed department heads. These departments, for purposes of coordination and closer cooperation are grouped into divisions, each with a chairman elected biennially by the faculty members in the division. These groups are: (1) Social Science (history, political science, economics, sociology), (2) Humanities (English, foreign language, music, art), (3) Biological and Earth Science (botany, zoology, physiology and health education, geography and geology), (4) Physical Science and Mathematics (chemistry, physics, mathematics), (5) Practical Arts and Crafts (household arts, industrial arts, agriculture, commerce, physical education), (6) Professional Studies (education and psychology, practice teaching).

The chief problem of the original committee was to base the organization of a Senate on that of the College in such a way that there would result a representative body democratically chosen and capable of voicing the opinions of all the faculty. The plan proposed and adopted to accomplish these aims follows in brief form: The Faculty Senate shall consist of seven on-the-campus¹ members who devote at least one-half of their time to teaching.² Each of the six Divisions of the College shall elect one of their members for a term of two years, the odd-numbered Divisions electing their representatives in the odd-numbered years and the even-numbered in like years.³ These six Senators shall at the beginning of each school year elect another from the faculty-at-large⁴ to serve for one year. No Senator shall succeed himself. The officers shall be a chairman and secretary elected after the seating of the seventh Senator.

The result of the first election was a Senate with three members

¹ To eliminate teachers stationed in remote practice schools who are not necessarily informed nor interested in campus activities.

² To eliminate administrative officers who do part-time teaching.

³ When organized in 1937, the even-numbered Divisions elected their members for a term of one year.

⁴ The seventh member is elected to give an odd number and also to give a greater than fifty per cent turn-over each year.

who were professors or associate professors and four from the lower rankings. This democratic representation has assisted in the presentation of a variety of viewpoints. However, the situation has not arisen in which a bloc was formed, nor was it necessary, as each Senator considered and conducted himself as a representative of the whole faculty.

The function of the Senate as stated in the charter is that it "shall act in an advisory capacity concerning administrative practices and policies." The statement is purposely vague. It leaves the development of the scope of the Senate's activities to the needs and opportunities of the future. A precedent is being established regarding various objectives as problems are presented by both the administration and the faculty. The sphere of activity is broadening in some fields and narrowing in others as experience seems to demand.

A high degree of cooperation was soon established between the President and the Senate. The President made the first gesture in naming the Chairman of the Senate a member of the Council of Administration which was previously composed of the President, three Deans, the Registrar, the Business Manager, the Director of Training Schools, and the Director of Extension. He remanded his appointive power by defining the important Curriculum Committee as being composed of the Division Chairmen and the Faculty Senate, all of whom are elected by the Faculty. He also delegated the administration of the Faculty Fund to the Senate which, through one of its standing committees, has the power to make a pro-rated levy on the faculty for appropriations. The Senate has made a code which designates the nature and amount of the disbursements which may be made from this fund and it has established the policy that any other requisitions must be approved by a vote of the faculty.

Among the other activities and recommendations of the Senate to date are those relating to a unification of final examination practices; a revision of the "cut system;" a revision of the method of granting honors, both on Honors Day and at Commencement; a system of controlling and encouraging extra-curricular activities; a revision of registration procedure; a revision of the tenure conditions and correlation of salaries and rank, with the nomination of

members of the faculty (for faculty vote) to present the suggestions to the Board of Trustees.

In general the actions of the Senate have met with approval. In some instances when there was a question regarding jurisdiction, the Senate has worked in cooperation with the Student Council. It has also conducted "hearings" and requested referendums when wider faculty opinions were desired. The aim is to refer to the whole faculty for discussion and vote in its monthly meetings any action which the Senate deems sufficiently controversial or important. The general reaction is that the Senate offers a clearing house for suggestions and objections and that it represents no particular Division or classification. It should become an important link between pedagogue and President, a connection which too often is weak or even non-existent.

CONCERNING MONTANA STATE UNIVERSITY

EDITORIAL NOTE: In the April, 1938, *Bulletin*, pp. 321-348, there was published a report of an academic freedom and tenure investigation at Montana State University. On the authorization of the officers of the American Association of University Professors responsible for decisions in matters relating to academic freedom and tenure, the following pertinent letters written by the Senior United States Senator from Montana and by the General Secretary of the Association concerning Montana State University are published at this time to inform the membership of subsequent and current developments.

October 12, 1939

The Hon. Roy E. Ayers, Governor
State of Montana
Helena, Montana

Dear Governor Ayers:

I am addressing this letter to you on behalf of the national officers of the American Association of University Professors in your capacity as ex-officio President of the Montana State Board of Education in reference to a tenure situation at Montana State University. We have been informed that on September 11 the State Board of Education requested the resignations of five members of the University faculty, Drs. N. J. Lennes, Professor of Mathematics, E. A. Atkinson, Professor of Psychology, C. E. Mollett, Dean of the School of Pharmacy, H. G. Merriam, Head of the English Department, and P. O. Keeney, Librarian. We are deeply distressed to learn of this action. In accordance with generally accepted academic custom and usage, the five teachers involved have all served on the faculty of the University for periods of time of sufficient length to determine their fitness and to insure to each of them the right to continuous tenure. Their services should not be discontinued except for cause determined at hearings, the procedure of which assures a full measure of due process.

During recent years, this Association has been appealed to twice to investigate alleged violations of academic freedom and tenure at Montana State University, once in the case of the dismissal of Dr. Philip O. Keeney as Librarian and more recently in the case of Dr. Paul C. Phillips, former head of the Department of History. The report of our investigation of the case of Dr. Keeney's dismissal was published in the April, 1938, *Bulletin* of the Association. The committee which investigated Dr. Phillips' complaint has not yet completed its report. In due time, in accordance with the Association's regular procedure, a tentative draft of this report will be sent to President Simmons and Dr. Phillips for correction of possible factual errors and comments before publication in our *Bulletin*.

In my previous correspondence with President Simmons, I made it clear that the American Association of University Professors has no desire to interfere in the purely internal affairs of Montana State University or of any other institution, but that the Association was definitely interested in academic freedom and tenure. I explained to him the reason for that interest. Without a high degree of tenure protection for college and university teachers, there can be no such thing as real academic freedom and without academic freedom the degree of objectivity in scholarship essential in a society of free people can neither be secured nor maintained. Also, if we can not assure to college and university teachers who have demonstrated their fitness to be engaged in the work of higher education a high degree of economic security, we can not expect to attract into the profession young men and women of ability.

It is possible that you and other members of the Montana State Board of Education may not be accurately informed concerning the principles of academic freedom and tenure and the nature and purposes of the American Association of University Professors. For your ready reference, I am enclosing the following materials:

- (1) Copy of the 1925 conference statement on academic freedom and tenure;
- (2) Copy of the 1938 statement on academic freedom and tenure;
- (3) Circular of general information;
- (4) Copy of June, 1939, *Bulletin*.

In formulating the two statements on academic freedom and tenure, the participating associations were not seeking to create new rules, but rather to restate good academic custom and usage. I wish particularly to call your attention to the principles in the 1938 statement applicable to the procedure for terminating the services of a teacher. Those principles are specifically indicated in Paragraph 4 of the section, "Academic Tenure." Will you not use your influence to have the present difficulty at Montana State University investigated in a thorough-going, impersonal and equitable manner as indicated in this statement of principles, so that no injustice may be done the teachers involved and no permanent injury done Montana State University?

I am sending copies of this letter to the members of the State Board of Education and to the Honorable Burton K. Wheeler.

Very cordially yours,
RALPH E. HIMSTEAD

October 20, 1939

Dr. George Finlay Simmons, President
State University of Montana
Missoula, Montana

Dear Dr. Simmons:

The enclosed copy of a tentative draft of our committee's report of its investigation of the termination of Dr. Paul C. Phillips' services from the faculty of the State University of Montana is sent to you for correction of possible factual errors. As indicated in the draft copy, the report in its present form is not for publication and is sent to you as a confidential communication. I hope that you will give this tentative report your careful consideration and let me have any factual corrections at your earliest convenience.

With best wishes, I am

Very cordially yours,
RALPH E. HIMSTEAD

October 21, 1939

Honorable George Finlay Simmons
Chairman of the State Board of Education
Missoula, Montana

Dear President Simmons:

A number of complaints have been made to me with respect to the action of the Board in dismissing as of the beginning of the next academic year five members of the faculty of the University of Montana at Missoula. In addition the subject-matter has been called to my attention by the American Association of University Professors at Washington, D. C., who state that they have heretofore made inquiries into matters of dismissal of faculty members at the University of which you are the head.

I would be obliged if you would be good enough to let me have the facts with respect to these dismissals as I do not know the facts in detail. I would also be obliged if you would advise me whether in making these dismissals there was compliance with the standards of due process that were set up a number of years ago by various Associations interested in the welfare of American universities, namely the American Association of University Women, the American Association of University Professors, the Association of American Colleges, the Association of American Universities, the Association of Governing Boards, the Association of Land Grant Colleges, the Association of Urban Universities, the National Association of State Universities, and the American Council on Education. Principles agreed upon by representatives of these associations in 1925 have always seemed to me to be admirable safeguards for our American colleges and universities. I entertain the same opinion of the revision of these principles which simply makes them more definite and precise, agreed upon last year by representatives of the Association of American Colleges and of the American Association of University Professors at joint conferences, and endorsed in December of last year at the annual meeting of the American Association of University Professors. I am informed that these principles though not formally adopted at various colleges and universities are in effect observed and applied by most of the institutions of higher learning in this country.

In particular, I am interested to know whether the decision to dismiss the five faculty members was preceded by the due process set forth in principles adopted and endorsed by these various associations, and applied in most of the colleges and universities, reading as follows:

(4) Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges against him and should have the opportunity to be heard in his own defense by all bodies that pass judgment upon his case. He should be permitted to have with him an adviser of his own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from his own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

Of course the five persons affected by the dismissal decree are not in the class of those who were at the University simply during a probationary period, but are instead in the other class set up in the principles adopted by the above-named associations, the class serving under continuous appointment. Those in the probationary class are assumed to be men who have had not more than six years' service. Those serving under a continuous appointment are members of the faculty who have had more than six years' service. In this instance, I am informed that the members of the faculty who were made the subjects of the orders of dismissal had been on the faculty in two cases for a period of 26 years, in one case for 20 years, in another case for 16 years and in another case for 8 years.

Of course, I appreciate that this is a matter for the jurisdiction of your Board and trust and believe that your Board will give full effect to the principles above set forth. My concern in the

matter arises not alone out of the fact that I have the interests of my state at heart. It is important that Montana shall rank among the institutions which, especially during the present emergency, must be relied on to act as the guardians of civil liberties, of academic freedom and of the precious heritage of due process. This matter touches me even more deeply because I know at first hand some of the sad experiences which many of us in Montana were obliged to pass through during the World War. At that time it became the unavoidable duty of those of us who believed in preserving undefiled the liberties guaranteed to our people by the Bill of Rights, and in guarding against any infringement of civilized decencies and of the requirements of due process, to struggle to the utmost, often with our backs to the wall, against the forces of hysteria and reaction which swept over many parts of the country. Now that we are confronted by another grave emergency, it is especially important to the people of the entire land that action by all public bodies shall set the standard for citizens in private life, by insisting on adherence at all times to the spirit of our American system of Government and of Justice. I am sure that in saying these words I am saying what is in the hearts of millions of other Americans today all over the United States. I am sure that the citizens of Montana will want our State and its institutions to be the leaders and exemplars in this treasured branch of our local and national life.

Faithfully yours,
B. K. WHEELER

November 16, 1939

The Hon. Roy. E. Ayers, Governor
State of Montana
Helena, Montana

Dear Governor Ayers:

On October 12, I wrote to you as ex-officio President of the Montana State Board of Education concerning a situation involving issues of academic freedom and tenure at Montana State University. On October 29, not having received any acknowledgment to my letter, I telegraphed you as follows:

MAY I HAVE A REPLY TO MY OCTOBER 12 LETTER CONCERNING RECENT TENURE DIFFICULTIES AT MONTANA STATE UNIVERSITY? A REPLY COLLECT TELEGRAM WILL BE APPRECIATED.

As yet I have received no reply to this telegram.

Recently I have been informed that you have been sick and that in all probability my letter of October 12 was never brought to your attention. I am very sorry to learn about your illness. I hope that by now you are well on the road to recovery and that in the near future you will be able to give careful consideration to the difficulties at the University.

With best wishes, I am

Very cordially yours,
RALPH E. HIMSTEAD

November 16, 1939

Dr. George Finlay Simmons, President
Montana State University
Missoula, Montana

Dear Dr. Simmons:

On October 20 I wrote to you enclosing a copy of our committee's tentative report of its investigation of the termination of the services of Dr. Paul C. Phillips as a member of the faculty of Montana State University for your correction of possible factual errors and comments. As yet I have received no acknowledgment from you. Did you receive the letter with the enclosed report? If so, I hope that you have given the report your careful attention and that you will send me a statement of any factual errors it may contain. If you did not receive it, please advise me at once, and I will send you a duplicate copy.

Cordially yours,
RALPH E. HIMSTEAD

ASSOCIATION NEWS

Regional Meetings

Albany, New York

A regional meeting of Association members was held in Albany, New York, on Saturday, October 28, at the New York State Teachers College. Professor Edith Wallace, president of the chapter, was chairman of the committee on arrangements. About 68 persons were present, representing the following institutions: Bard College, Colgate University, New York State College for Teachers, Rensselaer Polytechnic Institute, Russell Sage College, Skidmore College, Union College, and the University of Vermont.

At the banquet held in the Alumni Residence Hall the group was extended a welcome by Professor John M. Sayles, the Acting President of the College. Dr. Gertrude E. Douglas of the host college presented motion pictures which she had made of Hawaii, Kruger National Park, and the Kirstenbosch Gardens.

Discussion of the topic, "The Program of the Chapter Meeting," was introduced by Professor George Dwight Kellogg of Union College. The following members outlined experiences of their chapters: Professors Graydon S. De Land of Colgate University, Carl W. Kaiser, Jr., of Russell Sage College, Mason N. Crook of Skidmore College, and J. I. Lindsay of the University of Vermont.

Detroit, Michigan

A regional meeting for Michigan and Ohio was held on October 14 at Detroit, with the chapter at Wayne University acting as host. Approximately 90 members were in attendance, representing the following colleges and universities: the Universities of Cincinnati, Dayton, Detroit, Michigan, Toledo, and Wisconsin; Bowling Green State, Kent State, Ohio State, Ohio Wesleyan, Wayne, and Western Reserve Universities; Albion, Michigan State Agricultural, and Michigan State Normal Colleges; and Case School of Applied Science.

The program of the conference opened with a morning session, at which those attending were welcomed by President Wilhelm Reitz of the Wayne University chapter, who introduced the invited speaker, Dr. Frederick J. Kelly, Chief of the Division of Higher Education in the United States Office of Education. Dr. Kelly's address was entitled "Problems and Trends in Higher Education;" in it he discussed the following five problems that confront higher education in this country, together with observable trends in the attempted solutions of the problems: (1) the problem of unifying the work done by state controlled institutions of higher learning; (2) the problem, faced by state normal schools, independent liberal arts colleges, and graduate schools, of providing adequate training for high school teachers; (3) the problem of accommodating the rapidly expanding body of students who seek higher education; (4) the problem of providing this enlarged student body with proper motivation for study; and (5) the question of the expanding functions of the federal government in connection with higher education.

The morning session was followed by a luncheon, presided over by Professor Harold A. Basilius. Dr. David D. Henry, Executive Vice-President of the University, extended to the conference the greetings of Wayne University and described briefly the development of the University as a center for higher education in an urban community. Professor Mark H. Ingraham, President of the Association, read an address, entitled "The Ecology of Scholarship," in which he enlarged on the privileges and responsibilities entailed by the Association's concept of academic freedom and made a plea for tolerance in these unsettled times.

At the afternoon session, with Professor Jay J. Sherman of Wayne University presiding, a panel of four speakers discussed the training, development, and appraisal of the college teacher. The program follows: (1) "Training Graduate Students," by Professor J. W. Bradshaw, University of Michigan; (2) "Replacement and Follow-Up," Professor Francis Ray, University of Cincinnati, (3) "Appraising the College Teacher," Professor Arthur C. Cole, Western Reserve University; (4) "Should College Teachers Join Trade Unions?" Professor E. W. McFarland, Wayne University.

Chapter Activities

Case School of Applied Science—Western Reserve University. The chapters at Case School of Applied Science and Western Reserve University held a joint dinner meeting on November 15 in Haydn Hall of Western Reserve University. The presiding officer was Professor K. O. Thompson. Fifty-five members and guests were in attendance. Professor Arthur C. Cole, member of the Council and of Committee A on Academic Freedom and Tenure, presided over a panel discussion of the work of Committee A. The participants were Professors Eric A. Arnold and K. O. Thompson of Case School of Applied Science, and Professors Marvin J. Barloon and Robert C. Binkley of Western Reserve University.

George Washington University. At the first meeting of the year on October 19, the chapter had as its speaker a trustee of the University, Dr. Charles R. Mann, President Emeritus of the American Council on Education. Dr. Mann spoke informally on cooperation among schools, and on the rôle of educators in time of war. In the discussion which followed, considerable interest was manifested in the Washington Inter-University Seminar in which American University, Catholic University of America, George Washington University, and Georgetown University are discussing methods of cooperation rather than competition with each other.

During the present academic year the chapter plans to have other trustees speak on subjects of current interest in fields in which they are respectively authorities.

Swarthmore College. Three faculty members, elected by the faculty, and five members of the Board of Managers of Swarthmore College form a joint committee for nomination of a new president to succeed Dr. Frank Aydelotte who has resigned to take the post of Director of the Institute for Advanced Study at Princeton, New Jersey. The three faculty representatives, members of the Association, are Professors Scott B. Lilly (Engineering), Edith Philips (Romance Languages), and Clair Wilcox (Economics). Professor Lilly is president of the Association chapter.

Representatives

The following members are representing the American Association of University Professors on the occasions indicated:

Robert M. MacIver (Columbia University) at the inauguration of Dr. Harry D. Gideonse as President of Brooklyn College, October 19.

James F. Fullington (Ohio State University) at the inauguration of Dr. Herbert J. Burgstahler as President of Ohio Wesleyan University, October 20.

Nicholas Mogendorff (University of Toledo) at the inauguration of Dr. Frank J. Prout as President of Bowling Green State University, October 21.

Francis R. Aumann (Ohio State University) at the inauguration of Dr. J. Ruskin Howe as President of Otterbein College, November 4.

Ralph E. Himstead at a Conference on Inter-American Relations in the Field of Education in Washington, D. C., November 9-10.

Mark H. Ingraham (University of Wisconsin) at the inauguration of Dr. Homer P. Rainey as President of the University of Texas, December 7-9.

Censured Administrations

Investigations by this Association of the administrations of the several institutions listed below show that they are not maintaining conditions of academic freedom and tenure in accordance with academic custom and usage as formulated in the 1925 Washington Conference Statement on Academic Freedom and Tenure, and endorsed by this Association, by the Association of American Colleges, and by representatives of the American Association of University Women, the Association of American Universities, the Association of Governing Boards, the Association of Land Grant Colleges, the Association of Urban Universities, the National Association of State Universities, and the American Council on Education.

Placing the name of an institution on this list does not mean that censure is visited by this Association either upon the whole of that institution or upon the faculty, but specifically upon its present administration. This procedure does not affect the eligibility of non-members for membership in the Association, nor does it affect the individual rights of our members at the institution in question, nor do members of the Association who accept positions on the faculty of an institution whose administration is thus censured forfeit their membership. This list is published for the sole purpose of informing our members, the profession at large, and the public that unsatisfactory conditions of academic freedom and tenure have been found to prevail at these institutions. Names are placed on or removed from this censured list only by vote of the Association's Annual Meeting.

The censured administrations together with the dates of these actions by the Annual Meeting are listed below. Reports of investigations were published as indicated by the *Bulletin* citations:

Brenau College, Gainesville, Georgia	December, 1933
University of Pittsburgh, Pittsburgh,	December, 1935
Pennsylvania (March, 1935, <i>Bulletin</i> , pp. 224-266)	
State Board of Higher Education,	December, 1938
North Dakota (December, 1938, <i>Bulletin</i> , pp. 585-597)	

EDUCATIONAL DISCUSSION

Education Can't Be Better Than the Teachers¹

By William Allan Neilson

Exception might be taken to the absolute and dogmatic tone of the sentence which forms the title of this article. One might draw attention to conspicuous examples of self-taught men, and to the insistence of some modern theorists that all education is self-education. These objections are not without foundation. There are men and women endowed with such intellectual curiosity and persistence that they will find mental nourishment in the most barren surroundings, but such individuals are not those who raise the problems of education in a democracy. As to the second point, even if it be granted fully, there remains the question of how to stimulate the desire for self-education and how to steer the individual so as to prevent waste of time and energy.

... But the closer one comes in observation and experience to the actual process of education, the more one is convinced that the crux of the problem is the difficulty of finding or training good teachers and enough of them. Every school principal, every college president is aware that, whatever may be said about unemployed teachers or excess of supply over demand, it is all but impossible to select a staff thoroughly adequate in personality, equipment, and zest.

The Equipment of the Teachers

What are the chief qualities the defects of which stand out as reducing to the present unsatisfactory level the efficiency of the teaching in our schools and colleges? These vary in the different types of institution and according to the age of the students, but some run through our whole system. First stands personality.

¹ Excerpts from *Survey Graphic*, Vol. xxviii, No. 10, October, 1939.

The stimulation of youth to learning demands sympathy, vivacity, and devotion—a belief that the task is worth putting into it all one's energies. Next comes general culture, intellectual and social. The teacher must himself be a cultivated person. Then comes the equipment in special knowledge of the subject taught; and, finally, expertness in the devices that have been contrived for rousing interest, for presenting information, and for evoking thinking. . . .

When we reach the college faculties, the emphasis on technical professional education has disappeared almost too completely, for it is difficult to induce the graduates from the liberal colleges and universities who constitute these faculties to pay any attention to the results of research in the science and art of education. The unproved assumption of most college teachers is that since they are trained in their special subject they must be able to teach it. Too often they are lacking in the other qualities we have listed—in personality, in breadth of general culture, and in the art of teaching. If one should inquire of professors in the graduate schools where these men are trained as to why so few of them are first class, one would probably be told that the fault was in the material with which the graduate schools have to work. A large proportion of the men who go on to the degrees of A.M. and Ph.D. belong to the class of industrious mediocrities who have headed their classes in college by virtue of hard work and good memories—but also because they had not the imagination or the vitality to tempt them to indocility. Here again, in spite of the presence of a respectable amount of erudition there is no guarantee of sympathy or vivacity.

The professor in the graduate schools is, however, himself a specialist and does not as a rule accompany his recommendation of a man who has done well in his specialty with any comment on the candidate's general intellectual outlook or aesthetic sensitiveness. Especially in the natural sciences is it the case that the temptation to early and intense specialization has led to the neglect of humanistic interests and has produced a specialist capable of training other specialists, but ill-adapted to educating youth between seventeen and twenty-two.

Why Teachers Are the People They Are

What are the factors that determine who shall form the teaching profession in America? I have already spoken of the inducement offered by primary schools to young girls who pretend to no vocation but want a means of earning a livelihood till they find someone else willing to do it for them. This situation suggests that the profession is too easy to enter and not attractive enough to continue. A severer scrutiny of normal school and teachers' college candidates would eliminate a considerable proportion of those who will never be successful teachers. To many who have not yet entered the profession there is an attraction in the long vacations and what seem short hours; and in some cases there is offered the opportunity for a step up in the social level. And many, though not enough, are attracted by the joy that the born teacher has in his work, by the satisfaction that the right person finds in dealing with young and plastic minds, and by the opportunity for a service to society unsurpassed in importance.

These are positive factors. Of the negative ones among the most important is the fact that compared with business, law, and medicine, the teaching profession has few and meager prizes. We may think it lamentable but it is true that the prevailing spirit of American life deters ambitious and able youth from entering a profession where, by the accepted standards, he can never attain more than what seems to him a second or third rate success. In most school systems there is not enough difference between the minimum and maximum salary, and the maximum is reached too soon. Nor is the modest pecuniary reward the only factor. The social position occupied by the teacher is respectable but not highly distinguished. Pension systems are now widespread, so that a fair degree of security for old age is often guaranteed.

It is evident that considerations such as these all tend to draw into the profession a large proportion of timid and unimaginative persons to whom moderate comfort, a moderate competence, moderate security are the reward for a moderate amount of moderately conscientious drudgery. Against the dead weight of this mass of mediocrity the gallant minority of able and devoted teachers, endowed with enthusiasm and initiative, will have to strive if democracy is to be saved by education.

The Problem of Security—and Efficiency

In the teaching profession, as throughout all classes and countries, the question of security has in recent years assumed a highly conspicuous place. The economic basis for this phenomenon is sufficiently obvious and need not be discussed here; but it is important to note its peculiar importance for the problem with which we are dealing.

There have been in the past and there are still in too many systems and institutions grave abuses in the matter of appointments, reappointments, and promotions. Social, religious and political influence, family relationships, personal likes and dislikes, and many other forces that ought to have no bearing in such matters have made or destroyed teaching careers on all levels from the kindergarten to the graduate professional school. It was natural and inevitable that there should come into existence organizations of teachers which might serve as a check to these tendencies, and that a main concern of such organizations should be security of tenure. Some of them have been extremely effective. The American Association of University Professors has not merely exposed (and in some cases corrected) a large number of instances of unfair dismissal, but has instilled a wholesome fear of exposure into the minds of tyrannically disposed college and university presidents. The right of free speech is now freely conceded in most respectable institutions and is professed by all.

Security of tenure for the able and efficient teacher, as long as he remains able and efficient, is wholly desirable. But to assure it to all teachers after a certain length of service and without any condition except abstinence from theft, adultery, or murder, is not in the best interests of education. The greatest problem of the educational administrator, greater even than that of the finding of good teachers, is the problem of getting rid of dead wood. For good teachers do not always remain good. A man or woman who has reached middle age in a profession in which normal promotion has indicated proficiency, and in which life tenure is guaranteed, will in many cases be tempted to relax unless other forces, internal or external, stimulate to continued development. The necessary repetition called for by each succeeding student generation makes for the digging of ruts from which after a time escape is difficult.

Of course, the ideal corrective is the keeping of the teacher's own interests alive and expanding so that he will always be keen for experiment and improvement. But if this does not happen, if he surrenders to routine and becomes duller and duller in class, and more and more addicted to bridge or billiards after hours, what is to be done? In the more elementary institutions attempts are made in many states to stimulate progressive development by making promotion depend on the taking of courses in summer schools and the like, and on other evidence of "alertness." The results are often pitiful, but the plan at least shows consciousness of the problem. On the college and university level the abuse of security is probably greater than in the schools, but no policy adequate to deal with it seems to have been evolved. The problem of the relation between security and efficiency has become perhaps the outstanding social problem of our time and affects almost all classes and occupations. It is all the more incumbent upon the teaching profession to lead in its solution.

This solution does not seem to be promised by the tendency to organize on the model of the trade union or in actual affiliation with the American Federation of Labor. It is no reflection upon the honorable nature of the trades or upon the form of organization they have found it necessary to adopt, to insist on the difference between a trade and a profession. The latter implies as central an ideal element. Demands for fair compensation and decent working conditions should, of course, be insisted upon; but if teachers' unions should produce on the public the impression that such things are their main concern rather than the successful training of the young in intelligence and character, the prestige of the profession is gone. If teaching is to be only one more arena in which profits and bargaining are the chief interests, it will be treated in the same spirit by the employing authorities and it will attract less than at present the altruistic and adventurous spirits that have been its pride in the past.

From all these facts and considerations two general conclusions emerge, one which concerns the general public and one the teachers themselves. The first is that the unsatisfactory level of personnel throughout our whole educational system is in part due to our failure to offer sufficient inducements to attract to the profession

in large numbers men and women with the proper abilities and personalities. There are some states in which primary teachers are paid less than \$200 a year and there are none where the remuneration can, by any criterion, be regarded as lavish. Other disadvantages have been touched on. The public must be awakened to the supreme importance of education and to the fact that handsome highschool buildings and athletic equipment are not enough. They must cease to tolerate pull and politics in the careers of the teachers, and must realize that popularly elected boards of laymen are not equipped to deal with professional questions. It is not difficult to find out what is the matter. The Regents' Inquiry of the State of New York, and especially Professor Judd's report on "Preparation of School Personnel," give a thoroughly documented picture of conditions in our richest state and propose a number of promising remedies. If those citizens who realize the unparalleled importance of the training of the young for the future of the country will study the results of this Inquiry and insist on the carrying out of its recommendations, the consequence will spread over the whole nation. But this requires interest, intelligence, and generosity.

As to those conclusions which affect the teachers themselves, action is required both by individuals and by organizations. Professor Judd's suggestion that teachers' associations should be called in council by the educational authorities as is done in England is worthy of serious consideration. We need to avoid policies which would line up the teachers and the public authorities as representing opposing interests, and to encourage policies which will lead to the pooling of experience in the common interest. Some things the teachers themselves alone can cure. The problem, already discussed, of the teacher who goes stale or lazy or allows himself to become absorbed in outside interests at the expense of his students should not be dealt with without the judgment of his fellows. It should be possible to create an *esprit de corps* in the profession which would make the loafer acutely uncomfortable, and to devise a method by which the principal or president could call on the staff or their representatives for aid in dealing with the inefficient. Some such device, difficult though it would be in communities as closely knit as faculties, would guard against the in-

fluence of personal animosities in the administration, and would tend to cultivate the sense of cooperation for a common purpose. For faculties are like trees that need pruning as well as nourishment, free space, and sun.

The limits of a single article have made it impossible to deal here with the varying conditions in all the different state and city systems of the country. There are doubtless instances where the criticisms passed do not apply and others where they have been absurdly weak. But the effort has been made to consider factors and conditions which exist generally if not universally throughout the country, and to call attention to the indisputable fact that no physical equipment, no curriculum, no form of organization will achieve the purposes of education without fit personnel. The problem of providing such personnel is stupendous since the number of teachers needed is to be counted by hundreds of thousands. But it is decentralized, and while some remedies lie in the attitude of our population as a whole, others can be applied locally and individually. There is no citizen who can not in some way help in the solution of what may be regarded as our greatest permanent problem, if he takes an intelligent and sympathetic interest in those instances and aspects that are presented by the locality in which he lives and the school to which he sends his child.

To American Educators¹

By Paul V. McNutt

The U. S. Office of Education is now a part of the Federal Security Agency. As Administrator of the Agency I welcome the opportunity to greet the educators of this country.

The public schools are organized within the framework of government—local, State, and National. They are in fact a most vital interest of government. As parents, citizens care for nothing else so much as for the education of their children. As voters, citizens rely upon no other agency so much as upon the schools to raise the quality of citizenship.

¹ Reprinted from *School Life*, Vol. 25, No. 1, October, 1939.

Schools Must Be Free to Educate

And yet, though a part of government, and rooted deep in the esteem of the citizens who support the government, the schools are in a sense outside the government. While the schools are subject to control by government—mainly local and State government—the people of all political parties need always to understand that in a democracy the schools must be free to educate. Any time that the schools, including the colleges and universities, feel restraint on their freedom exerted by the political leaders in power or by any pressure group, the torch which the schools are expected to hold aloft to light the way of democracy is dimmed. I take pride in the reputation which the United States Office of Education has maintained during the 72 years since it was established and down to date for nonpartisan service to the cause of education and to the Nation as a whole. I am determined that it shall enjoy freedom as a great professional agency. Only those who hold partisanship above public welfare will ever use their political positions to restrict or distort learning and thus block the march of truth.

But truth is not always easy to find. In the search for it, and in even the most conscientious efforts to teach it, teachers and professors sometimes lose their way and find themselves confused. That is inevitable if truth is to be sought in the areas of controversy. The public must be tolerant of these mistakes. But in the same spirit teachers must recognize controversy and not be dogmatic. If they hope for the support of a tolerant public they must play their part as guides, not as partisans—frankly and, above all, honestly. In their classrooms they must be teachers, opening the way to complete understanding, not advocates who seek to secure agreement with their personal opinions.

Democracy So Buttressed Will Endure

Practice in the weighing of evidence, the balancing of the pros and cons, is the first requirement in the training for civic duties. What to believe at any moment is generally less important than how to determine what to believe. It taxes the skill of the best teacher to make this practice in weighing evidence seem genuine

to his pupils. But of one thing there can be no doubt: The teacher must delve into the realities of the current social, economic, and political situations, and must adapt his methods and materials to the age levels of his pupils.

With schools free from the stifling control of partisanship and pressure groups, and with the teachers carrying out with ability and with integrity their indispensable rôles as molders of tomorrow's citizens, the United States can demonstrate to the world that democracy so buttressed will endure.

REVIEWS

The Dynamics of Higher Education, by Walter A. Lunden. Pittsburgh: Pittsburgh Printing Company, 1939. Pp. xviii + 402. \$2.50.

Professor Lunden intends his book as an essay on the sociology of institutions of higher education; it would seem that a linguist like me has no right to an opinion about it. But Professor Pitrim A. Sorokin of Harvard says in his foreword: "For educators the book is not only a mine of valuable information but one of the most helpful treatises. . . about many an aspect in educational institutions of higher learning." When the editor of the *Bulletin* asked me to review it he undoubtedly wanted me to report on this side of Professor Lunden's work. Certain it is that I was then and am still completely ignorant of colleges and universities as "social institutions."

My search has been hindered from the outset by inability to understand the language used. I do not yet know what the word *Dynamics* means as used in the title. I expected an answer to the question: "What leads to the organization of colleges and universities, and what keeps them going?" Is the answer intended to be given in the chapters on Institutional Metabolism? I have found that this metaphor is meant to suggest that the instructional staff is analogous to the contents of the digestive tract (I am sure that no insult is intended); and as food is what keeps an animal going, so a constantly renewed supply of professors keeps a university going. If that is the answer intended, it might have been stated in less ambiguous terms. Probably, however, that is not intended as a complete answer; for, in connection with the founding of small colleges in the West, I find (p. 179) the phrase *dynamics of denominationalism*, which does not help me much.

Another phrase that troubles me is *the occurrence of higher educational institutions*, which appears in the title of Part Three (pp. 91-166) and of Part Four (pp. 167-256). I seem to have discov-

ered that a university or college "occurs" at the time of its foundation. Consequently one need not be surprised that the Middle West shows up so spectacularly in certain tables and graphs; for, be it added, Harvard and Shurtleff College, Alton, Ill., both count one in these statistics. Other tables, of course, treat other matters and partly restore the balance. My point is that if plain language had been used I should not have gone astray.

Much more distressing is the lack of logical connection between statistics and conclusions. As far as I know, the statistics are sound, but the conclusions do not follow. Some very interesting tables and graphs (pp. 264-272) on the distribution of ranks (*stratification* is our author's word) in various institutions lead up to a discussion of the old and insoluble problem of how to have all or most of the students instructed by the best scholars. Prof. Lunden does not even see the statistical crux; his solution is simplicity itself (p. 275): "Ranks and titles should be distributed so that the best scholars are available to the largest number of students."

But my really important quarrel with the book is that I do not find any mention of the chief function of a university. This, of course, is the increase of knowledge and the training of new scholars. One important function of universities is briefly mentioned in the first paragraph of the introduction: "Since a university or a college transmits learning it is of necessity weighted and influenced by yesterday. Higher education, therefore, in its operation as a social institution acts as an equilibrator in society." That is not at all the way I should put it, but at any rate, preserving and transmitting old knowledge is an important function of a university.

Elsewhere our author thinks of each college and university as an independent organism existing for its own good. Faculty members should be appointed at or near the bottom so that they may be trained to conform to the spirit of the institution or else eliminated before they become professors; otherwise there will be danger of discord (pp. 333-337, 355f).

If, nevertheless, anyone desires to read the sometimes interesting figures here given, he had better skip pp. 7-89, which contain some more or less garbled extracts from books on the history of educa-

tion. He must also steel himself against some intolerable English and some incredible howlers, of which I cite only two. On p. 47 I read: . . . "Homer, Hesiod, Pindar, Polybius, Plato, Aristotle and other Athenians. . ." On p. 300 we are told: "The marital status of faculty members in various institutions differs according to sex."

Yale University

E. H. STURTEVANT

Knowledge for What? The Place of Social Science in American Culture, by Robert S. Lynd. Princeton: Princeton University Press, 1939. Pp. 268. \$2.50.

An incident which the author recalls "from the oral examination of a candidate in American history in a leading graduate school" illustrates the general predicament suggested by the title. "The candidate in question was regarded by her department as unusually well trained and promising, among the pick of the crop. She knew an amazing number of facts. The closing examiner from the History Department asked her two questions: 'Miss———, what persons can you name in American history whose surnames were Johnson?' The second concerned persons whose surnames were Wilson. And the candidate knew lots of Johnsons and Wilsons! An examiner from another discipline then asked what was apparently regarded by the historians present as a freak question: 'Miss ——, you are going out of the university as an unusually well trained specialist in interpreting the behavior of man in the past. What working theory of human nature, of how people behave, do you use in your historical analyses?' The answer was, 'I have none.' 'But you must have,' protested the examiner, 'or you can not explain what happens, can you?' She not only stood her ground, but went on, under further questioning, to deny to psychology the status of a science and to insist that it has nothing that will help the historian" (pp. 134-135). Dr. Lynd deplors the tendency of specialized scholarship to isolate the social sciences from one another, and even more the tendency to define their respective problems in abstraction from "the total cultural context." His book might be described as a protest against anti-social methods in the social sciences. Their failure

to "think through and to integrate their several responsibilities for the common problem of relating the analysis of parts to the analysis of the whole constitutes one of the major lags crippling their utility as human tools of knowledge" (p. 15). He would have them pursue the Baconian aim for scientific knowledge, "to endow human life with new powers and inventions"—powers to cope with areas of strain and uncertainty in contemporary culture, inventions of technique to implement action in the desirable directions.

To the objection that the scholar within his appointed field is impelled only by "pure curiosity" and "the disinterested desire to know," Dr. Lynd has a ready answer. Each social science is a product of the total culture in which it lives and it reflects the interests of those who engage in it. The historian, economist, or political scientist, in seeking to make his analysis thoroughly "objective," tends to restrict his inquiry within the limits of those assumptions by which the institutions he is analyzing are supposed to operate. In his effort to be empirical and realistic, he becomes preoccupied with immediacies that eclipse the larger questions of social reconstruction—where our institutions are taking us and where we want them to take us. There is danger of succumbing to "that nearsightedness which is such a marked aspect of a culture of 'practical' men floundering in the search for little remedies for large troubles. Examples of this are all about us, *e. g.*, in the economists' efforts to heal 'the sickness of an acquisitive society' by such things as 'pump-priming' or 'manipulating the price level' in order to 'stimulate business'" (pp. 121-122). Presumably, the social scientist is in search of some kind of order or system that is capable of being formulated in "laws." But this is not established by the mere acceptance of contemporary institutions as *the datum* of social science. "If such order is to exist in culture, it must be *built into it by science*, and not merely *discovered in it*" (p. 125).

Although Dr. Lynd is discussing what he calls "social science," he is dubious about the term *society*. There is no place in his program for either sociology or social philosophy as a separate discipline, claiming to be a study of society as such. History, economics, political science, anthropology, and psychology com-

prise his list of the social sciences. Each of these is now "an artificially abstracted and fenced off area of our culture," minutely explored by professionally trained workers, who tend to emphasize "the conservative core of data and abstractions" accepted by the academic tradition and the bibliographies of their colleagues. The remedy is not to be found in the addition of still another professional discipline, devoted to a synthesis of the several social sciences. The needed integration can be achieved by "the viewing of culture as the behavior of individuals" at particular times and places, and by realizing the precise significance of "culture *in* personality and personality *in* culture" as *the field of all of the social sciences*.

This is the point of view that Dr. Lynd has helped to make so illuminating in *Middletown* and *Middletown in Transition*. It would seem to imply the subordination of all the other social sciences to what is generally regarded as social psychology (and, according to Dr. Lynd, there is no other psychology of human behavior). The middletonian method will require a philosophy, but no professional philosophers. "The philosophy which would guide the social sciences of the future would be less the work of single minds building logical systems as philosophers, and more predominantly the cooperative product of sensitive minds, each professionally familiar at first hand with some area of intricate empirical data, reaching out from their respective coigns of knowledge in the effort to effect mutual synthesis" (p. 175). As a step toward such a synthesis, Dr. Lynd offers "some outrageous hypotheses," predicated on his characterization of our American culture pattern as "a pattern of *markedly uneven change, . . . and tolerating at many points extreme disjunctions and contradictions*" (p. 100). Although to the present reviewer several of these hypotheses seemed more umbrageous than outrageous, their general import was sufficiently clear and challenging. If social scientists are not convinced by Dr. Lynd's arguments, the urgency of the present crisis may nevertheless force upon them "the problem of discovering and stating what kind of culture that culture would be in which intelligence would be freely and eagerly used constantly to rebuild men's institutions."

University of California

D. S. MACKAY

Money to Burn: What the Great American Philanthropic Foundations Do with Their Money, by Horace Coon. New York: Longmans, Green and Co., 1938. Pp. vii + 352. \$3.00.

Had this book appeared in 1928 or earlier, it might well have provided the shock to professorial complacency which the author so evidently intended it should. For American college professors, as a class, during the first three decades of the present century, were blissfully ignorant of the economic bases of their daily activities. Clergymen were forced at least once a week to gaze upon the pecuniary offerings of the faithful; lawyers were seldom left free from the anxieties of bill-collecting; and public officials were obliged to listen to the periodic complaints of outraged taxpayers. But in most endowed colleges, at least, the teachers were carefully shielded from direct contact with any subject as sordid as applied academic economics. Under the convenient division of labor whereby trustees and administrators did all the worrying about such matters, a discreet veil was drawn over the ultimate sources of the pay-check. Behind it, on occasion, large sums of money of doubtful social origin could be quietly fumigated before coming to rest in that impeccable repository, "the endowment."

One would like to believe that the temblors of the last ten years have changed all that. Perhaps the nasty jars of declining interest rates and rising tuition charges have set every last college teacher in the country to wondering about the future financing of higher education in an apparently contracting economy? If not, a book like *Money to Burn*, weak as it is in many respects, may be strongly recommended as an eye-opener. For it is a lively popular version of some of that growing literature of social and educational self-scrutiny that was begun in 1936 by Professor Eduard C. Lindeman's *Wealth and Culture* and continued by Professor Ernest V. Hollis' *Philanthropic Foundations and Higher Education*.

In a word, Mr. Coon's *Money to Burn* generates a great deal more smoke than it does fire. It may be guaranteed to outrage the scholarly conscience by its style, its logic, and its documentation, all of which are journalistic. Its educational bearings, and especially its over-abundant innuendoes, should be checked against both Lindeman and Hollis and (where possible) the facts. It lists all the known mistakes of the foundations, and very few

of their solid accomplishments. Yet, bad as it is from the point of view of sober scholarship, it brings together a mass of scattered items not easily accessible, and it calls attention to some definite evils in our social order. One of the chief of the latter is the atmosphere of secrecy and social irresponsibility which beclouds large-scale giving in America. In a mildly muckraking spirit, Mr. Coon attempts to survey the whole broad and complex problem of the philanthropic redistribution of wealth and its unique American made solution, the foundation. But the very fact that he so often finds himself frustrated by the wilful concealment of vital data naturally heightens his worst suspicions, and even moves him to call for light in the form of another Congressional investigation. The more conscientious foundations, of course, have already begun to forestall this criticism by public accountings.

The organization of the book shows clearly where the author's main interest lies, namely—in finding as many large targets as possible for spectacular attack. He finds them, without much trouble, in the preposterous perpetuities which misguided millionaires have occasionally tried to fasten about the necks of future generations; and in those foundations which seek (in part at least) to “educate” the public in ways that safeguard or enhance invested funds. He displays a violent animus against the Carnegie Endowment for International Peace, which he calls an “endowment for war;” and he rehearses the story, familiar to most readers of the *Bulletin*, of the sadly inexperienced “expert advice” upon which the original Carnegie pension scheme was based. By contrast, most of the Rockefeller medical activities, the Sage social workers, and the Guggenheim fellowships fare very well. One chapter lists a “Who’s Who in the Foundations,” with hints of suspiciously interlocking directorates and of the growth of a class of “trained seal” executives. The 247 millions appropriated by the General Education Board since 1902 does “represent tremendous power;” and yet that hardly proves that “the policies and ideas of the Rockefellers, their board, and their agents control and permeate American education.”

Mr. Coon would pass no moral judgment upon the foundations, but would leave to “public opinion” the question of “bringing them under greater public supervision and control” on the doubtful

premise that the public's money makes the foundations possible. Yet his whole book points unmistakably to a moral judgment against the foundations upon plainly insufficient evidence, a state of affairs for which the foundations themselves are partly responsible. It needs correction and supplementing in a hundred different directions. The problem of the economic basis of higher education in a democracy is extremely complex, and deserves intensive and disinterested study. It is true, in our economy, that "philanthropic objectives can be reached only if money is made by somebody." Once a surplus exists, who shall spend it? By this time we are all more or less familiar with large-scale government spending in comparable fields, and it is high time that we knew as much about foundation spending and its consequences, so that a fair choice may be made between the alternatives.

Union College

HAROLD A. LARRABEE

Public Schools and British Opinion, 1780 to 1860, by Edward C. Mack. New York: Columbia University Press, 1939. Pp. 432. \$3.75.

To portray the real meaning of the school system, which educates the upper class youth of England, Dr. Mack describes its history and traditions, the forces and attitudes governing its social organization, and the political, economic, and religious conditions that determined its development during the years 1780 to 1860. Utilizing a copious body of pamphlet literature, reminiscence, history, prose fiction, and poetry, the author parallels the discussion of ideas with the history of a select number of Public Schools—Charterhouse, Eton, Harrow, Rugby, Shrewsbury, Westminster, and Winchester.

In spite of the diverse origins of these schools, they were marked by "fundamentally similar characteristics," and may be said, from this point of view, to have formed a system. All these schools were "more or less free from state and . . . at least semi-independent of Church control." All had "common stipulations in regard to educational facilities" providing that the poor were "to receive free education." Yet "by the early nineteenth century all of them had become institutions permanently attended

almost entirely by members of the English ruling classes." The professional groups, bourgeoisie, and clergymen sent their sons to these schools "in order to compensate by education for a deficiency in birth." The born gentlemen, depending at first upon the army as their school, were slowly affected by the pressure of respect for education. The early practice of permitting headmasters to accept money for instructing paying students gradually, under the pressure of changing social conditions, caused these schools to cater mainly to the upper classes. The timely appearance of great schoolmasters, who were expressions of the underlying cultural changes, also played a part in enticing the well-to-do into these schools. "Schools could be thought of as national institutions because the great part of the upper classes of the British nation now imbibed these standards of conduct that were a vital part of national polity."

Paradoxically, snobbery "grew greater as the democratic nineteenth century advanced," probably because the existing favored class feared a loss in prestige from the influx of the new rich. When accepted the new rich were probably the most snobbish of all.

Education during the early eighteenth century was conceived as a moral and mental discipline. An absolute and authoritarian morality was inculcated by authoritarian means. With the exception of student revolts and the consequent reduction of the power of headmasters and the growth of the power of students through the prefect system there was little change in the character of late eighteenth and early nineteenth century education. "Change of any kind, particularly if forced from without . . . seemed a symbol of the destruction of privilege, and its prevention was the duty of every loyal alumnus."

Thomas Arnold's philosophy was one form of the "Victorian Compromise" in that he attempted "to unite and thus to reconcile those political, economic, and educational ideals which were struggling for mastery in the fluid society of the thirties. Arnold was at one and the same time a defender of freedom and of authority, of democracy and of aristocracy, of tolerance and of dogmatism."

Under the influence of Arnold the schools experienced a moral and religious revival. Although the classics were retained, other

subjects, due to social pressure, were finding a place in the curriculum. The tentative beginnings during the eighteenth century of organized athletics were beginning to assume great educational significance. With imperial expansion the Public Schools produced Colonial leaders and the motives for a defence of upper-class education were given weight. The part played by the schools in this new imperialism has elicited severe criticism from the modern liberal. "What is unfair in the realist's attitude is the assumption that Kipling or the average upper-class Englishman was a conscious hypocrite in his glorification of Empire. Fooled he might be, but it seems to me," continues Dr. Mack, "that one misses the point entirely if one takes for granted that Eton captains whose bones are bleaching under African suns were knowingly fighting to save the world for the owners of oil wells. If one credits the servants of empire—soldiers, poets, civil service employees—with economic motives hypocritically concealed, one fails to understand the nature or power of an attitude of crucial importance for later Public School history. Based on class motives and grounded in economic need it may have been, but essentially love of the Empire was both idealistic and passionately sincere. It was indeed the last of England's romantic faiths. . . ."

The greater part of the treatise is based upon primary sources. If the book has weaknesses they appear when the author turns to secondary sources—histories of education, or better, histories of pedagogy which depart from the author's own premise that it is only in terms of the underlying cultural forces that a "school system" can be understood and appreciated. In ascribing the doctrine of formal (mental) discipline to John Locke the author is apparently dependent upon histories of education written during the early decade of the present century. This was a period when youthful experimental psychology was supplying the much needed ammunition to destroy an aristocratic curriculum which no longer served all the abilities of a growing and diversified secondary school population and which no longer fulfilled the requirements of an industrial and imperialistic age. The denial of the validity of mental discipline as an educational aim led to the attaching of this theory of education to Locke and then to an attack upon Locke's ideas. When the author returns to primary sources he

gives a truer picture of Locke in stating one of his premises was "the desirability of making work pleasant and useful. . . ." Fortunately Dr. Mack has preferred primary to secondary sources and his interpretation of these impresses the present reviewer as sound.

It is to be hoped that the promise of a second volume, which will carry the treatment from 1860 to the present, will be realized and that Dr. Mack's chief premises summarized in a concluding paragraph be further developed. "Thus it is evident that Public School history has been inextricably interwoven with the general economic and social developments of the British upper classes. Moreover, it would seem that the relationship between schools and society has been of a special and more or less consistent character. On the one hand, Public Schools have always responded, despite their inherent conservatism, to the pressure of historic forces. On the other hand, they have always, except at brief and rare moments, been the followers rather than the initiators of new social movements. At most periods in history their system of education has been an accurate if tardy barometer of the needs and desires of the British upper classes. The Public Schools have never served as effective instruments for remodelling society along lines not definitely anticipated by the dominant ideas of the age."

The City College (New York)

EGBERT M. TURNER

NOTES AND ANNOUNCEMENTS

Tenure in Teachers Colleges

Recognition of the tenure rights of faculty members and of administrative officers in teachers colleges was made at the annual meeting of the American Association of Teachers Colleges in February, 1939. At that time the Association, on recommendation of its Committee on Standards and Surveys of which President R. W. Fairchild of Illinois State Normal University is chairman, adopted two statements for inclusion in Section XII, entitled "Administrative Stability," of the Association's Standards for the Accrediting of Teachers Colleges.

The two statements are as follows:

It is presumed that administrative officers and faculty members will be appointed on merit rather than for political or other non-professional considerations.

It is presumed that faculty members and administrative officers should not be removed without cause, and that in the case of a dismissal of an administrative officer or faculty member the person to be dismissed should be entitled to: (1) a statement in writing of the reasons for his dismissal, (2) a hearing before the Board with the opportunity to refute the charges and to present witnesses if he desires to do so.

Inter-American Exchange Professorships and Fellowships

The Convention for the Promotion of Inter-American Cultural Relations was signed at Buenos Aires on December 23, 1936 by the representatives of the United States of America and the 20 other American Republics at the Inter-American Conference for the Maintenance of Peace. The following nations have formally accepted responsibility for this program: Brazil, Chile, Costa Rica, The Dominican Republic, Guatemala, Haiti, Honduras, Nicaragua, Panama, Peru, the United States, and Venezuela.

It was believed that the purposes of the Conference would be advanced by a greater mutual understanding of the peoples and institutions of the countries represented and by a more consistent educational solidarity on the American continent. It was felt that such results would be promoted by an exchange of professors, graduate students, and teachers among the American countries.

The provisions of the convention follow.

Exchange Professorships. Provision is made for the biennial exchange of one professor between each of the ratifying republics. The term of an exchange professor shall not exceed two years, unless he is included on the next list submitted and again is chosen.

The United States shall communicate to each of the other governments on January 1 of every alternate year a complete list of professors available for exchange service. From this list each country shall select a visiting professor who shall either give lectures in various centers, conduct regular courses of instruction, or pursue special research in some designated institution and who shall in other appropriate ways promote better understanding between the countries cooperating. It is understood, however, that preference shall be given to teaching rather than research work.

The government of the United States will provide the expenses of travel to and from the country to which the professor is sent as well as maintenance and local travel expenses while there.

Graduate Student or Teacher Exchanges. The convention provides for the annual exchange of two graduate students or teachers between the United States and each of the other republics which have ratified the agreement. The term shall be for a single academic year but may be renewed for a second year if the circumstances are exceptional.

Each government shall present to each other government the names of five graduate students or teachers together with information concerning them from which the government shall select two names. The United States shall submit such lists to South American Republics on or before November 30 and to all other participating governments before March 31.

The nominating government shall pay round-trip travel costs to the institution chosen in the receiving country and other incidental expenses of the persons selected. The receiving government

shall pay tuition, board and lodging, and subsidiary expenses at the institution of learning designated by it in cooperation with the recipient, if possible.

Specific Requisites. Requisites which have been adopted by the Government as qualifications for applicants include: citizenship in the United States or one of its possessions; good health; and a practical reading, writing, and speaking knowledge of the language of the country to which he desires to be sent. An applicant for a fellowship (a graduate student or teacher exchange) must have completed a curriculum which normally requires five years beyond the secondary school, although in exceptional cases a selection may be made from those who have completed a four-year course. An applicant for a professorship must occupy a position of professorial rank in a college, university, or technical institution and must have done scholarly work in the field of his specialization.

Persons interested in making application for these professorships or fellowships should communicate with the United States Office of Education, Federal Security Agency, Washington, D. C., where application blanks and explanatory literature may be obtained.

Social Science Research Council Fellowships

The Social Science Research Council announces the availability of grants-in-aid of research and of pre-doctoral and post-doctoral fellowships for the academic year, 1940-1941. Requests for application blanks should be made promptly and should include complete information regarding the age, academic qualifications, and tentative program of the applicant. Application forms for the grants-in-aid of research must be returned to the Council by January 15 and for the fellowships by February 1. Inquiries should be addressed to the Council at 230 Park Avenue, New York City.

EDITORIAL

HIGHER LEARNING AND WAR

Recollections of the events of the last war forcibly remind us that our institutions of higher learning are not immune to war hysteria. They tell us that the atmosphere created by war enables interested parties to use this hysteria for their own ends, by means of suppression of free inquiry and free expression. We have every reason to hope and many reasons to believe that we shall not become directly involved in the present war. But some amount of emotional and intellectual involvement is inevitable and this involvement has its dangers for the intellectual interests which colleges and universities are supposed to serve and to represent.

Our best protection is to be prepared in advance. The alpha and omega of this preparation is realization that no matter what our sentiments and our preferences, or our loyalties, to the causes which we believe are at stake in the European war, our primary obligation and all-controlling responsibility and loyalty are to the freedom and objectivity of inquiry and communication for which universities are supposed to stand; and to which we, as constituents of the universities, are morally committed.

Past experience shows that the existence of this loyalty can not be taken for granted even among the scholars who are found in our universities. Already there are signs that some of them feel more strongly about the rights or the wrongs of this or that nation engaged in the present war than they do about the cause of intellectual freedom and scientific objectivity. I would not hold for a moment that sympathies and antipathies can be or should be avoided by college teachers. Since they are human beings, their occurrence can not be avoided. But there is a deeper responsibility incumbent upon those who claim to be representatives of the spirit of scholarship and of the scientific attitude. It is a sign of weakness and indeed of disloyalty when this interest is subordinated to any other interest.

There are plenty of persons and groups who will present and who will urge with vigor nationalistic, political, economic, and ideological interests of different kinds. It is our business to stand up with at least equal vigor and aggressiveness for the cause of freedom and objectivity of mind to which our profession commits us. These remarks may seem to some aloof from the actual and practical needs of the present world-scene. But it is this feeling against which these remarks are directed, since they are actuated by the belief that as teachers and scholars we too are soldiers in a cause which is as definitely ours as that of any nation at war in Europe is that of the soldiers who are fighting in its special behalf.

It is more or less of a commonplace today to refer many of the present troubles of the world to the defects of the Versailles treaty. These defects had, however, *their* cause. Failure of educated men and women, including those in universities, was a part of this cause. Let us make sure that we do not share again in this guilt, especially as in our case it is more of an act of treachery to our supreme end than it is in the case of others.

I believe that our Association can and should be a power in maintaining and fostering the professional *esprit de corps* which will keep educators and scholars faithful to their own cause. The time to begin is now, not when emotions are still more stirred.

JOHN DEWEY

Contributors

ANTON J. CARLSON is Professor of Physiology at the University of Chicago. He was President of the Association in 1936-1937 and is a member of the Council, of Committee Q on Preparation and Qualification of Teachers, of Committee T on Place and Function of Faculties in College and University Government, and Chairman of Committee B on Freedom of Speech. He has served as chairman of three Committee A investigating committees.

JOHN DEWEY is Professor Emeritus of Philosophy at Columbia University. He was the first President of the Association in 1915 and served as a member of the Council in 1916-1918, 1922-1924, as Chairman of Committee I on Professional Ethics in 1916-1917, and as a member of the Committee since that time.

SIDNEY HOOK is Professor of Philosophy at New York University. He is a member of the Council and a former chapter president.

BURGES JOHNSON is Professor of English at Union College.

HAROLD A. LARRABEE is Professor of Philosophy at Union College. He is a former chapter president.

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PAUL V. McNUTT is administrator of the Federal Security Agency. He has been an Active Member of the Association since 1920.

J. W. NECKERS is Head of the Department of Chemistry at Southern Illinois State Normal University. He is now chapter president.

WILLIAM A. NEILSON is President Emeritus of Smith College.

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E. H. STURTEVANT is Professor of Classical Philology at Yale University.

EGBERT M. TURNER is Associate Professor of Education at the City College (New York).

MEMBERSHIP

Membership in the American Association of University Professors is open to *all* college and university teachers from the faculties of eligible institutions, *including graduate students, graduate assistants, and instructors*. The list of eligible institutions is based primarily on the accredited lists of the regional accrediting agencies subject to modification by action of the Association. Election to membership is by the Committee on Admissions following nomination by three present members of the Association who need not be on the faculty of the same institution as the nominee. Election can not take place until thirty days after the nomination is published in the *Bulletin*. Nomination forms, circulars of information, and other information concerning the Association may be procured by writing to the General Secretary, 744 Jackson Place, N. W., Washington, D. C.

The classes and conditions of membership in this Association as provided by the present Constitution, By-Laws, and regulations are as follows:

(a) *Active*. To become an Active member, it is necessary to hold, and to have held for two years, a position of teaching or research with the rank of instructor or higher in an eligible institution and be devoting at least half time to teaching or research. At the discretion of the Committee on Admissions service in foreign institutions may be counted toward the two-year requirement. Annual dues are \$4.00, including subscription to the *Bulletin*.

(b) *Junior*. Junior membership is open to two classes: persons who are, or within the past five years have been, graduate students in eligible institutions, or persons now teaching in eligible institutions who are qualified for nomination as Active members except in length of service. Junior Members are transferred to Active membership as soon as they become eligible. Annual dues are \$3.00, including subscription to the *Bulletin*.

(c) *Associate*. Associate members include those members who, ceasing to be eligible for Active or Junior membership because their work has become primarily administrative, are transferred

to the Associate list with the approval of the Council. Annual dues are \$3.00, including subscription to the *Bulletin*.

(d) *Emeritus*. Any Active member retiring for age from a position in teaching or research may be transferred, at his own request and with the approval of the Council, to Emeritus membership, which allows exemption from dues, with receipt of the *Bulletin*, if desired, at \$1.00 per year.

(e) *Life Membership*. The Treasurer is authorized by the Council to receive applications from Active and Associate members for Life membership, the amount to be determined in each case on an actuarial basis. This includes a life subscription to the *Bulletin*.

Nominations for Membership

The following 243 nominations for Active membership and 60 nominations for Junior membership are printed as provided by the Constitution. In accordance with action by the Council, objections to any nominee may be addressed to the General Secretary, who will in turn transmit them for the consideration of the Committee on Admissions if received within thirty days after this publication. The Council of the Association has ruled that the primary purpose of this provision for protests is to bring to the attention of the committee any question concerning the technical eligibility of the nominee for membership as provided in the Constitution.

The Committee on Admissions consists of Professors Ella Lonn, Goucher College, *Chairman*; H. L. Crosby, University of Pennsylvania; B. W. Kunkel, Lafayette College; A. Richards, University of Oklahoma; W. O. Sypherd, University of Delaware; and F. J. Tschan, Pennsylvania State College.

Active

Adelphi College, Francis K. Ballaine, Margaret C. Sand, E. Louise Ware; Alabama College, Gordon E. McCloskey; Alabama Polytechnic Institute, John T. Fain, Jr., Murrell O. Robinson; Allegheny College, Hermine Booth; University of Arkansas, William C. Askew, Ward McK. Morton; Atlanta University, Clarence Bacote, Jesse B. Blayton, Harold E. Finley, Kimuel A. Huggins, Crawford B. Lindsay; Ball State Teachers College, May A. Klipple, Robert C. Scarf, Grace Woody; Baylor University, Wilton M. Fisher, MacDonald Fulton; Berea College, Earl Blank, Margaret G. Chapin, Oscar H. Gunkler, William A. Hackett, May B. Smith; Boston University, James W.

Kelley; **Bowling Green State University**, Albert McH. Hayes; **Brooklyn College**, Joseph D. Elkow; **California Institute of Technology**, Seeley G. Mudd; **University of California (Berkeley)**, John B. Leighly; **Carnegie Institute of Technology**, John F. Lamb; **University of Chattanooga**, Eleanor McGilliard; **University of Chicago**, Benjamin F. Miller; **University of Cincinnati**, Robert A. Kehoe, Thomas J. LeBlanc, Malcolm F. McGregor, Willard Machle, Russell N. Speckman; **Colgate University**, Rest F. Smith, III; **Columbia University**, Arthur W. Pollister; **Denison University**, George D. Morgan, Edward A. Wright; **De Paul University**, Charles A. Stone; **Drexel Institute of Technology**, Ruth A. Blanshan; **Elmhurst College**, Paul N. Crusius; **Emory University**, Marion V. Higgins, Evalene P. Jackson; **University of Florida**, Norman E. Eliason; **Gettysburg College**, Parker B. Wagnild; **Goucher College**, Edmund H. Chapman; **Harvard University**, Howard E. Wilson; **Hobart College**, Alma D. Buschmann, Thomas S. K. Scott-Craig; **Hood College**, Margaret Eslinger, Minnie E. Wells; **Howard University**, James Butcher, John Lovell, Jr., Myrtle R. Phillips, Forrest O. Wiggins; **University of Idaho**, Eugene O. Leonard, Margaret Ritchie; **University of Idaho (Southern Branch)**, Emmons E. Roscoe, Solomon Fishman, Nelly Mendham, Edward F. Rhodenbaugh, Ivan W. Rowland; **Illinois State Normal University (Southern)**, Esther Brenton, Florence A. Wells; **Illinois State Teachers College (Eastern)**, Harry L. Metter; **Indiana State Teachers College**, Clarence M. Morgan; **Indiana University**, Robert Ittner; **Iowa State College**, Harvey Diehl; **State University of Iowa**, Dean McA. Lierle, Charles T. G. Looney, Paul R. Olson; **John B. Stetson University**, Benson W. Davis, Plautus I. Lipsey, Jr.; **Kansas State College**, Norman C. Webster; **University of Kansas City**, Geraldine P. Dilla, Hans J. Morgenthau; **Kent State University**, Helen W. Machan; **University of Kentucky**, Lysle W. Croft, Mildred Semmons; **Kenyon College**, John C. Ransom, Edward C. Weist; **Keuka College**, Mae H. Baker, Frank K. Guthrie; **Lehigh University**, Thomas H. Hazlehurst, Robert F. McNerney, Jr., John G. Roberts, Bradford Willard; **Louisiana State University**, Ralph Wickiser, Ervin K. Zingler; **Manhattan College**, Donald J. Carty; **Maryland State Teachers College (Towson)**, Catherine N. Cook; **University of Maryland**, Theodore C. Byerly, Allan J. Fisher, Charles A. Kirkpatrick, Vernon R. Shirley; **Michigan State College**, Verne A. Freeman; **Michigan State Normal College**, Robert M. Limpus; **University of Michigan**, Richard C. Fuller, Henry W. Nordmeyer, Nathan Sinai; **Millsaps College**, Ross H. Moore; **Mississippi State College**, Gordon K. Bryan; **Mississippi State College for Women**, Lucy Banks, Minnie C. Boyd; **University of Missouri**, Russell S. Bauder, Leonard M. Blumenthal, Finis O. Duncan, Theodore F. Normann, Ralph H. Peck, David J. Porter, Fred M. Uber, Clifford M. Wallis, Samuel G. Wennberg; **Monmouth College**, J. Dales Buchanan; **Morningside College**, Thomas Canning; **University of Nevada**, John Puffinbarger; **New Jersey State Teachers College (Montclair)**, Elwyn C. Gage; **New Jersey State Teachers College (Newark)**, Elizabeth M. Baldwin, Lois M. French, Alice L. Rice, Marion E. Shea; **New Mexico**

Normal University, H. Leigh Ballenger; New Mexico State College, Hildure E. Anderson, Carl G. Howard, John C. Overpeck; New York University, Robert Chambers; North Carolina Teachers College (East), Arthur D. Frank; Northwestern University, J. Lyndon Shanley; Notre Dame College, Elizabeth Seliskar; Oklahoma Agricultural and Mechanical College, William H. Sewell; Oklahoma College for Women, A. T. Flint; University of Oklahoma, Maurine Bowling, Katherine Culbert, Grace N. Davis, Herschel Elarth, Helen Gregory, R. Boyd Gunning, John T. Hefley, Henry L. Kamp-hoefner, Martin Shockley, Joe E. Smay, Charles C. Walcutt; Municipal University of Omaha, Lloyd M. Bradfield, Ruth Diamond, James M. Earl, Lyman H. Harris, Jr., Gertrude Kincaide, Robert F. Lane, Raymond J. Maxwell, Shepherd L. Witman, Frances E. Wood, Mary P. Young; Pennsylvania College for Women, Ruth Moorhead; Pennsylvania State College, Amos E. Neyhart; Pennsylvania State Teachers College (Mansfield), George S. Howard; Pennsylvania State Teachers College (West Chester), Leone E. Broadhead; University of Pittsburgh, Lee M. Thurston; Purdue University, Alson H. Bailey, Lovick G. Black, Stanley Bolks, Carey W. Carrick, Karleton W. Crain, Marvin W. DeJonge, Reginald H. Downing, Albert E. Heins, Howard K. Hughes, Harold F. S. Jonah, M. Wiles Keller, Earl L. Klinger, Paul E. Lull, Glen T. Miller, Cecilia Schuck, Aubrey H. Smith, Merritt S. Webster; Rosary College, Paul Kozelka; San Francisco State College, Elias T. Arnesen, Leonard Ascher, Hugh C. Baker, Edward E. Cassady, Floyd A. Cave, Roy Cave, Olive T. Cowell, Frank L. Fenton, Ruth Fleming, Walter Hacker, Stanley W. Morse, DeCalvus W. Simonson, Theodore E. Treutlein; Scripps College, Mary B. Eyre, Ruth George; Skidmore College, Alice B. Eaton; Smith College, Richard B. Ballou, Katherine R. Whitmore, Ruth Young; Swarthmore College, Avery F. Blake, William C. Elmore, Samuel C. Palmer, Virginia Rath; Temple University, G. H. Heineman; University of Tennessee, James D. Brew, George M. Cameron, Ellwood O. Dille, Edgar D. Eaves, Alexander T. Edelmann, William B. Jones, Jr., Druzilla C. Kent, W. Parker Mauldin, Arthur H. Moser, Alvin H. Nielsen, Louis F. Peck, William G. Pollard, R. A. Purviance, Barton C. V. Ressler, Roy R. Sullivan; Agricultural and Mechanical College of Texas, Howard E. Golden; Texas Technological College, Sannie Callan, Joseph B. Cowan, Frances Whatley; University of Texas, Curtis J. Alderson, Stuart A. MacCorkle, Albert M. Olsen, Charles A. Orr; Tufts College, Albert E. Irving; Tulane University, Herbert J. Schattenberg; University of Tulsa, Mamie E. Gorman, Carl F. Rust; University of Vermont, George H. Nicholson; Virginia Polytechnic Institute, Albert H. Cooper, Benjamin O. Miller; University of Washington, Ray Heffner, Curtis C. D. Vail; Wayne University, G. Flint Purdy; Whitworth College, LaVerne K. Bowersox, John A. Carlson, Anna J. Carrel, James W. Countermine, Winifred Hopkins, Isabelle McLeod; Williams College, Albert B. Franklin; University of Wisconsin, May S. Reynolds.

Junior

Allegheny College, Blair Hanson; Berea College, Luther M. Ambrose, Albert O. Dekker, Alfred J. Henderson, Marian Kingman; Boston University, John J. Donna; Brown University, Irwin M. Tobin; The Citadel, Marion Clough; Colgate University, Donald L. Foley, Thomas M. Iiams, Eldredge C. Pier; University of Delaware, Lawrence Healey; DePauw University, Paul J. Carter, Jr.; Elmhurst College, Harold J. Belgum; Hastings College, G. W. Lindberg; Hobart College, William C. Bradbury, Jr., Benjamin R. Twiss; Hood College, Mary Whitman; University of Idaho, Bernard Dimsdale, Chandler Bragdon; University of Idaho (Southern Branch), Gordon A. Wolf; Illinois State Normal University (Southern), Wilbur C. McDaniel, George H. Watson; University of Kansas City, Frank U. Pohlenz, Lela M. Rahe; Lake Forest College, Willard A. Smith; University of Maryland, Roger M. Bellows, John C. Mullin, John C. Ward; University of Missouri, Elbert B. Donahue; New Mexico State College, F. Homer Bailey, David L. Campa, Rudyard M. Cook, Jefferson L. Flowers, Elizabeth Lanham, E. Cooper Smith, Charles C. Yeager; University of Oklahoma, Harold K. Bone, Goldia D. Cooksey, Orie J. Eigsti, C. G. Lalicker; Phillips University, Laurence E. Tomlinson; Purdue University, Thomas J. Herrick, Darrell R. Shreve; Scripps College, Holcombe M. Austin, Georges Dumontet; Skidmore College, Jennie Lush; University of Tennessee, Katharine Way; Texas Technological College, Fred Griffin, J. Arnold Walter; University of Texas, H. Haines Turner; University of Tulsa, Nels Bailkey, Mary C. Williams; Washington and Jefferson College, Richard R. Werry; Westminster College (Pennsylvania), Albert George, McCrea Hazlett, Franklin Shaw; Whitworth College, Paul V. Gustafson, Duane Robinson; Not in University Connection, Lester W. Roubey (Ph.D., Johns Hopkins), New Windsor, Md.

Members Elected

The Committee on Admissions announces the election of 172 Active and 22 Junior Members as follows:

Active

University of Alabama, Mardis O. Hulsey; Armour Institute of Technology, W. B. Fulghum, Jr., Walter Hendricks, Sanford Meech; Atlanta University, Rushton Coulborn; Baylor University, Ruby H. Briscoe; Boston University, Richard K. Conant; University of California (Los Angeles), Harrison M. Karr; Centenary College of Louisiana, William G. Banks, Robert E. Smith; Central Y. M. C. A. College, Laird T. Hites; University of Cincinnati, John L. Baker, Margaret Fulford, Howard K. Justice, Harold S. Nash, Ernest Pickering, Jessie M. Roberts, Harold W. Sibert; Coe College, Vernon E. Lichtenstein, C. Ward Macy, A. W. Meyer; Coker College, Charles A. Sisson; University

of Colorado, Edward F. D'Arms, Walter B. Franklin, Harold Hoffmeister, Horace Jones, Dorothy R. Martin; **Drury College**, Willard L. Graves; **Duquesne University**, Albert L. Schneider; **Elmhurst College**, E. Heyse Dummer; **Eureka College**, Raymond G. Aylsworth; **Findlay College**, E. E. Magoon; **University of Florida**, C. B. Pollard; **Fordham University**, Emmanuel Chapman; **Georgetown University**, Henry M. O'Bryan, Franklin B. Williams; **University of Georgia**, William O. Collins, Jennie B. Smith, James A. Spruill, Jr.; **Hamilton College**, Henry Janzen; **Hunter College**, Ellen E. Brennan, Margaretha M. Brohmer, Dorothy K. Gorman, Liam O'Connor; **University of Idaho**, George Stump; **Illinois State Teachers College (Eastern)**, Eugene K. Asbury; **Intermountain Union College**, Arthur Seebart; **Johns Hopkins University**, Ludwig Edelstein; **University of Kansas City**, Raymond G. Stone; **Fort Hays Kansas State College**, Celesta Wine, Fritz Moore; **Kent State University**, C. Stanley Corey, John F. Cuber, Susanne M. Koehler, Elizabeth A. Leggett, Edna R. Lotz, Emma J. Olson, Marion Van Campen; **Louisiana State University**, Conrad A. Albrizio, Horace J. Davis, Duncan Ferguson, William B. Hatcher, Henry C. Lanpher, Charles S. McCleskey, Edward Ott, James C. Rice, Richard H. Wiggins; **Loyola University (New Orleans)**, Richard D. Doyle; **Marshall College**, A. E. McCaskey, Harry Mueller, Eugene M. Simons, John L. Stender; **University of Maryland**, Gwendolyn Drew, Alpheus R. Marshall, Paul E. Smith; **Western Maryland College**, Margaret Herring; **Michigan State College**, Merrill E. Deters, Merrill C. Gay, Alma M. Goetsch, Carl A. Hoppert, Ray Hutson, Raymond T. Ohl, Curtis W. Sabrosky, George Steinmetz, Orion Ulrey; **Michigan State Teachers College (Western)**, H. Thompson Straw; **University of Michigan**, William Burt, Frank Copley, Arthur Smithies; **University of Minnesota**, Charles W. Boardman, Clyde Christensen, Carl Eide, Josephine C. Foster, William F. Geddes, C. Alexander Hodson, Edward G. Jennings, Fred L. Kildow, John A. Sanford, Ian W. Tervet, Russell I. Thackrey, Marjorie H. Thurston; **Mississippi State College**, Edmund L. King; **Missouri State Teachers College (Northeast)**, V. Don Hudson, Willis J. Bray, Wray M. Rieger, Agnes B. Slemmons, Frank H. Trimble, Nan E. Wade, Bailey Wright; **University of Missouri**, C. M. Tucker; **Murray State Teachers College**, Forrest C. Pogue, Jr., George C. Poret; **New Jersey State Teachers College (Newark)**, Mary Bartlett; **North Carolina Teachers College (East)**, Martin L. Wright; **Northwestern University**, Barry Anson; **Ohio State University**, Harold P. Knauss; **Municipal University of Omaha**, Cristóbal S. Espinosa, Dayton E. Heckman, William K. Noyce, Dana T. Warren; **University of Oregon**, Homer H. Hanna; **Pennsylvania State Teachers College (Indiana)**, Thomas Smyth; **Pennsylvania State Teachers College (Lock Haven)**, William R. North; **Pennsylvania State Teachers College (West Chester)**, James Andes; **University of Pennsylvania**, David Jeremiah, William N. Loucks; **University of Pittsburgh**, Harry W. Karn, Charles G. King, Mary V. Loudon; **Princeton University**, Albert W. Tucker, Raymond S. Willis, Jr.; **Purdue University**, Laird Bell, J. William Robinson; **University of Rochester**, Frank P. Smith; **Rollins**

College, William L. Roney; Russell Sage College, Frances Mauck; St. Francis College (Pennsylvania), Leighton Brown; Simmons College, Marion B. Gardner; Smith College, Edith Burnett; Southern Methodist University, Kenneth L. Palmquist; Swarthmore College, Hans Wallach; Sweet Briar College, Florence S. Hague; Syracuse University, Clinton W. Root, Robert C. Sedgwick; Temple University, Paul H. Kratz, George Weltner; Tennessee State Teachers College (Middle), Thomas J. Golightly; University of Tennessee, Harold C. Amick, R. E. Dunford, Wendell L. Gray, George M. Haslerud, Marion T. Lyndon; Texas State Teachers College (East), Harry M. Lafferty; Texas State Teachers College (Southwest), Cora Lay, John M. Roady; Trinity University, Charles J. Frederick; Vassar College, Grace M. Hopper, Elizabeth J. Magers; Wayne University, Julia M. Hubbard, Donald H. Palmer; West Virginia University, Alden W. Thompson; Whitworth College, Otto G. Bachimont, Francis T. Hardwick, Leslie R. Hedrick, B. C. Neustel, Arthur E. Uhe; Williams College, Max Lerner; Wilson Teachers College, Mildred C. Stoler, M. Margaret Stroh; Wisconsin State Teachers College (Oshkosh), Lawrence A. Oosterhous; University of Wisconsin, Cecelia Abry, Ray A. Brown; University of Wyoming, Henry Northern.

Transfers from Junior to Active

University of Maryland, Donald M. Dozer; Monmouth College, C. A. Owen.

Junior

University of Chicago, David Speer; Indiana University, Frank H. Mautner; Louisiana State University, Albert R. Erskine, Jr.; University of Maryland, James W. Coddington, Edwin Ghiselli, W. D. Patton, William Peden, Walter N. Volckhausen; Minnesota State Teachers College (Duluth), Frank P. Bourgin; University of Minnesota, Stephen B. Humphrey, William E. Morris, Martin Rogin; Scripps College, Fritz Caspari; Seton Hall College, Edward F. Kennelly; Southern Methodist University, G. Geoffrey Langsam; University of Tennessee, Paul M. Fitts, Jr.; Texas State Teachers College (Southwest), Ruby Henderson, Homer U. Miles; University of Wyoming, Paul Karl, Hugh B. McFadden; Xavier University, Edgar V. Meyer; Not In University Connection, James M. Miller (Ph.D., Pennsylvania State), Waynesburg, Pa.

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of
The American Association
of
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